

EDUCATION COMMITTEE
ADMINISTRATIVE RULES REVIEW
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2007 Legislative Session

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IDAPA 08 - IDAHO STATE BOARD OF EDUCATION

08.02.02 - RULES GOVERNING UNIFORMITY

DOCKET NO. 08-0202-0601

NOTICE OF RULEMAKING - PENDING RULE

EFFECTIVE DATE: This rule has been adopted by the agency and is now pending review by the 2007 Idaho State Legislature for final adoption. The pending rule becomes final and effective at the conclusion of the legislative session, unless the rule is approved, rejected, amended or modified by concurrent resolution in accordance with Section 67-5224 and 67-5291, Idaho Code. If the pending rule is approved, amended or modified by concurrent resolution, the rule becomes final and effective upon adoption of the concurrent resolution or upon the date specified in the concurrent resolution.

AUTHORITY: In compliance with Section 67-5224, Idaho Code, notice is hereby given that this agency has adopted a pending rule. The action is authorized pursuant to Sections 33-1501 through 33-1512 and 33-1006, Idaho Code.

DESCRIPTIVE SUMMARY: The following summarizes changes between the proposed rule and the pending rule and provides rationale for the change.

1. **Clarified language related to school bus paint color (SISBO – Color, page 20) – for standardizing coloring schemes, which allows for new technology in manufacture painting and the use of anodized aluminum window and door glass frames.**
2. **Modified reimbursement/non-reimbursement matrix to reflect suggested changes by School Districts and Transportation Steering Committee:**
 - * **Changed effective date from July 1, 2005 to July 1, 2007;**
 - * **Changed transportation building cleaning salaries from reimbursable to non-reimbursable; subsequent to steering committee input;**
 - * **Changed “mobile” radios to “portable” radios;**
 - * **Clarified reimbursement CPR/First-aid training to \$10 per year per tech/driver;**
 - * **Removed \$550 limit on property insurance premium; subsequent to input from insurance companies and State Risk Management;**
 - * **Re-categorized or re-located various reimbursable/non-reimbursable items (had no fiscal affect).**

Subsequent to the Proposed Rulemaking process, which included two public hearings, the State Board of Education adopted the pending rule and approved the referenced document, Standards for Idaho School Buses and Operations November 1, 2006, and the accompanying Pupil Transportation Reimbursement Matrix.

The approval date of the referenced document (Standards for Idaho School Buses and Operations) changed from June 16, 2006 to November 1, 2006. The complete text of the proposed rule was published in the August 2, 2006 Idaho Administrative Bulletin, Vol. 06-8, pages 84 through 86.

FISCAL IMPACT: The Following is a specific description, if applicable, or any negative fiscal impact on the state general fund greater than ten thousand dollars (\$10,000) during the fiscal year.
N/A

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ASSISTANCE ON TECHNICAL QUESTIONS - OBTAINING COPIES: For assistance on technical questions concerning the pending rule or to obtain a copy of the approved rule by reference document (Standards for Idaho School Buses and Operations and the Pupil Transportation Reimbursement Matrix), contact Ray Merical, State Department of Education, Finance and Transportation, P.O. Box 83720, Boise, Idaho, (208) 332-6851 or fax to (208) 334-3484.

DATED this 1st day of November, 2006.

The Following Notice Was Published With The Proposed Rule

AUTHORITY: In compliance with Section 67-5220(1), Idaho Code, notice is hereby given that this agency intends to propose rules and desires public comment. The action is proposed rulemaking authorized pursuant to Sections 33-1501, 33-1511 and 33-1006, Idaho Code.

PUBLIC HEARING SCHEDULE: A public hearing was held on April 27, 2006, in conjunction with negotiated rulemaking (see April Administrative Bulletin). Two interested stakeholders attended. An additional hearing on the proposed rulemaking will be held as follows:

August 24, 2006 - 1:30 p.m. - 4:00 p.m.
Idaho State Department of Education, LBJ Building
2nd Floor Conference Room
650 State St., Boise, ID 83720-0027

The meeting site will be accessible to persons with disabilities. Requests for accommodation must be made not later than five (5) days prior to the meeting. For arrangements, contact the undersigned at (208) 332-6800.

METHOD OF PARTICIPATION: Persons wishing to participate in the proposed rulemaking process must do the following:

Persons wishing to participate in the proposed rulemaking process must do the following: Interested persons may submit written comments through August 23, 2006. Requests to give oral presentation during the August 24, 2006, public hearing must be submitted prior to August 24, 2006. The proposed rule and referenced document have been posted and routinely updated on the agency's website (www.sde.state.id.us/finance/transport).

DESCRIPTIVE SUMMARY: The following is a statement in nontechnical language of the substance and purpose of the proposed rulemaking and the principle issues involved:

Current administrative rules related to Idaho's pupil transportation support program became effective secondary to State Board of Education and legislative review on April 6, 2005. Changes in Standards for Idaho School Buses and Operations (SISBO) related to new school bus construction and operation standards are anticipated subsequent to changes enacted at the 2005 National Congress on School Transportation (see Section 33-1511(2), Idaho Code, and IDAPA 08.02.02, Sections 150-190). Changes in SISBO related to

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operations, driver qualifications, bus purchasing, and reimbursements will be reviewed and modified subsequent to public hearings, OPE input, legislative inquiries, session law and related legislation, and State Board of Education requests.

The goal of the State Department of Education is to clarify standards language where appropriate and continue in its support of rules and procedures designed to promote school transportation safety, equity, accountability and efficiency.

FEE SUMMARY: The following is a specific description of the fee or charge imposed or increased: N/A

FISCAL IMPACT: The following is a specific description, if applicable, of any fiscal impact on the state general fund greater than ten thousand dollars (\$10,000) during the fiscal year. N/A

ASSISTANCE ON TECHNICAL QUESTIONS, SUBMISSION OF WRITTEN COMMENTS, OBTAINING COPIES: For assistance on technical questions concerning this negotiated rulemaking or to obtain a copy of the preliminary draft of the text of the proposed rule or referenced document, contact Rodney D. McKnight, State Department of Education, Finance and Transportation, P.O. Box 83720, Boise, Idaho, (208) 332-6851 or fax request to (208) 334-3484.

Anyone may submit written comments regarding this proposed rulemaking. All written comments must be directed to the undersigned and must be delivered on or before August 24, 2006.

DATED this 16th day of June, 2006.

THIS NOTICE WAS PUBLISHED WITH THE NEGOTIATED RULE

AUTHORITY: In compliance with Section 67-5220(1), Idaho Code, notice is hereby given that this agency intends to propose rules and desires public comment prior to initiating formal rulemaking procedures. The action is negotiated rulemaking authorized pursuant to Sections 33-1501 and 33-1006, Idaho Code.

HEARING SCHEDULE: Hearings on the negotiated rulemaking will be held as follows:

April 27, 2006 - 12:00 p.m. to 5:00 p.m.
Idaho State Department of Education
LBJ Building - 2nd Floor Conference Room
650 State St., Boise, ID 83720-0027

The meeting site will be accessible to persons with disabilities. Requests for accommodation must be made not later than five (5) days prior to the meeting. For arrangements, contact the undersigned at (208) 332-6800.

METHOD OF PARTICIPATION: Persons wishing to participate in the negotiated rulemaking process must do the following: Interested persons may submit written comments through April

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26, 2006. Requests to give oral presentation during the April 27, 2006, public hearing must be submitted prior to April 27, 2006. Interested individuals will have an additional opportunity to participate during the proposed rulemaking phase. Copies of the preliminary draft of the text of the proposed rule will be provided to superintendents and other stakeholders during regional superintendents meetings during May with ongoing discussion opportunities during June.

DESCRIPTIVE SUMMARY: The following is a statement in nontechnical language of the substance and purpose of the negotiated rulemaking and the principle issues involved:

Current administrative rules related to Idaho's pupil transportation support program became effective secondary to State Board of Education and legislative review on April 6, 2005. Changes in Standards for Idaho School Buses and Operations (SISBO) related to new school bus construction and operation standards are anticipated subsequent to changes enacted at the 2005 National Congress on School Transportation (see Section 33-1511(2), Idaho Code, and IDAPA 08.02.02.150 through 190). Changes in SISBO related to operations, driver qualifications, bus purchasing, and reimbursements will be reviewed and modified subsequent to public hearings, OPE input, legislative inquiries, session law and related legislation, and State Board of Education requests.

The goal of the State Department of Education is to clarify standards language where appropriate and continue in its support of rules and procedures designed to promote school transportation safety, equity, accountability and efficiency.

ASSISTANCE ON TECHNICAL QUESTIONS, SUBMISSION OF WRITTEN COMMENTS, OBTAINING COPIES: For assistance on technical questions concerning this negotiated rulemaking or to obtain a copy of the preliminary draft of the text of the proposed rule, contact Ray Merical, State Department of Education, Finance and Transportation, P.O. Box 83720, Boise, Idaho 83720-0027 or by calling (208) 332-6851 or fax to (208) 334-3484.

Anyone may submit written comments regarding this negotiated rulemaking. All written comments must be directed to the undersigned and must be delivered on or before April 26, 2006.

DATED this 24st day of February, 2006.

Dr. Marilyn Howard, Superintendent of Public Instruction
State Department of Education
650 West State Street - P.O. Box 83720
Boise, Idaho 83720-0027
(208) 332-6811 - (208) 332-6836 fax

THE FOLLOWING IS THE TEXT OF THE PENDING RULE

004. INCORPORATION BY REFERENCE.

The State Board of Education adopts and incorporates into its rules:

(4-5-00)

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PENDING RULE

01. Incorporated Document. The Idaho Standards for the Initial Certification of Professional School Personnel as approved in June 2005. (4-11-06)

02. Document Availability. The Standards are available at the Office of the State Board of Education, 650 W. State St., PO Box 83720, Boise, Idaho, 83720-0037, and can also be accessed electronically at <http://www.idahoboardofed.org>. (3-16-04)

03. Incorporated Document. The Standards for Idaho School Buses and Operations as approved on ~~August 13, 2004~~ November 1, 2006. (~~4-6-05~~)(____)

04. Document Availability. The Standards for Idaho School Buses and Operations are available at the Idaho State Department of Education, 650 W. State St., Boise, Idaho, 83702. (7-1-02)

05. Incorporated Document. The Idaho Standards for Public School Driver Education and Training as approved on August 13, 2004. (4-6-05)

06. Document Availability. The Idaho Standards for Public School Driver Education and Training are available at the Idaho State Department of Education, 650 W. State St., Boise, Idaho, 83702. (5-3-03)

07. Incorporated Document. The Idaho Standards for Commercial Driving Schools as approved on March 10, 2005. (4-11-06)

08. Document Availability. The Idaho Standards for Commercial Driving Schools is available at the Idaho State Department of Education, 650 W. State St., Boise, Idaho, 83702. (3-14-05)

(BREAK IN CONTINUITY OF SECTIONS)

150. TRANSPORTATION.

Minimum School Bus Construction Standards. All new school bus chassis and bodies must meet or exceed Standards for Idaho School Buses and Operations as approved on ~~August 13, 2004~~ November 1, 2006, as authorized in Section 33-1511, Idaho Code. (~~4-6-05~~)(____)

151. -- 159. (RESERVED).

160. MAINTENANCE STANDARDS AND INSPECTIONS.

01. Safety. School buses will be maintained in a safe operating condition at all times. Certain equipment or parts of a school bus that are critical to its safe operation must be maintained at prescribed standards. When routine maintenance checks reveal any unsafe condition identified in the Standards for Idaho School Buses and Operations as approved on ~~August 13, 2004~~ November 1, 2006, the school district will eliminate the deficiency before returning the vehicle to service. (~~4-6-05~~)(____)

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02. Annual Inspection. After completion of the annual school bus inspection, and if the school bus is approved for operation, an annual inspection sticker, indicating the year and month of inspection, will be placed in the lower, right-hand corner of the right side front windshield. The date indicated on the inspection sticker shall correlate to State Department of Education's annual school bus inspection certification report signed by pupil transportation maintenance personnel and countersigned by the district superintendent. (Section 33-1506, Idaho Code) (7-1-02)

03. Sixty-Day Inspections. At intervals of not more than sixty (60) calendar days, excluding documented out-of-use periods in excess of thirty (30) days, the board of trustees shall cause inspection to be made of each school bus operating under the authority of the board. Except that, no bus with a documented out-of-use period in excess of sixty (60) days shall be returned to service without first completing a documented sixty (60) day inspection. Annual inspections are considered dual purpose and also meet the sixty (60) day inspection requirement. (Section 33-1506, Idaho Code) (7-1-04)

04. Documentation of Inspection. All inspections will be documented in writing. Annual inspections must be documented in writing on the form provided by the State Department of Education. (4-1-97)

05. Unsafe Vehicle. When a bus has been removed from service during a State Department of Education inspection due to an unsafe condition, the district will notify the State Department of Education on the appropriate form before the bus can be returned to service. When a bus has been found to have deficiencies that are not life-threatening, it will be repaired within thirty (30) days and the State Department of Education notified on the appropriate form. If the deficiencies cannot be repaired within thirty (30) days, the bus must be removed from service until the deficiencies have been corrected or an extension granted. (7-1-02)

06. Withdraw from Service Authority. Subsequent to any federal, national, or state advisory with good cause given therefor, the district shall, under the direction of the State Department of Education, withdraw from service any bus determined to be deficient in any prescribed school bus construction standard intended to safeguard life or minimize injury. No bus withdrawn from service under the provisions of this section shall be returned to service or used to transport students unless the district submits to the State Department of Education a certification of compliance specific to the school bus construction standard in question. (Section 33-1506, Idaho Code) (7-1-04)

161. -- 169. (RESERVED).

170. SCHOOL BUS DRIVERS AND VEHICLE OPERATION.

All school districts and school bus drivers must meet or exceed the training, performance and operation requirements delineated in the Standards for Idaho School Buses and Operations as approved on ~~August 13, 2004~~ November 1, 2006. (Section 33-1508; 33-1509, Idaho Code)

~~(4-6-05)~~(____)

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Docket No. 08-0202-0601
PENDING RULE

(BREAK IN CONTINUITY OF SECTIONS)

190. PROGRAM OPERATIONS.

School district fiscal reporting requirements as well as reimbursable and non-reimbursable costs within the Pupil Transportation Support Program, including but not limited to administration, field and activity trips, safety busing, contracting for transportation services, leasing of district-owned buses, insurance, ineligible and non-public school students, ineligible vehicles, capital investments including the purchasing of school buses and equipment, program support and district waiver procedures shall be delineated in Standards for Idaho School Buses and Operations as approved on ~~August 13, 2004~~ November 1, 2006. (Section 33-1006, Idaho Code)

(~~4-6-05~~)()

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IDAPA 08 - IDAHO STATE BOARD OF EDUCATION

08.02.02 - RULES GOVERNING UNIFORMITY

DOCKET NO. 08-0202-0602

NOTICE OF RULEMAKING - ADOPTION OF PENDING RULE

EFFECTIVE DATE: This rule has been adopted by the agency and is now pending review by the 2007 Idaho State Legislature for final approval. The pending rule becomes final and effective at the conclusion of the legislative session, unless the rule is approved, rejected, amended or modified by concurrent resolution in accordance with Section 67-5224 and 67-5291, Idaho Code. If the pending rule is approved, amended or modified by concurrent resolution, the rule becomes final and effective upon adoption of the concurrent resolution or upon the date specified therein.

AUTHORITY: In compliance with Section 67-5224, Idaho Code, notice is hereby given that this agency has adopted a pending rule. The action is authorized pursuant to Article IX, Section 2 of the Idaho Constitution and under Sections 33-105, 33-107, and 33-1258 Idaho Code.

DESCRIPTIVE SUMMARY: The following is a concise explanatory statement of the reasons for adopting the pending rule and a statement of any change between the text of the proposed rule and the text of the pending rule with an explanation of the reasons for the change.

According to Section 33-1258, Idaho Code, the Professional Standards Commission (PSC) may make recommendations to the state board of education in such areas as teacher education. No Child Left Behind (NCLB) requires that all Idaho teachers of core subjects (English, reading, or language; drama, music, or art; mathematics; science; foreign languages; civics and government; economics; arts; history; and geography) be highly qualified by the end of the 2005-2006 school year. Many Idaho school districts have approached the Professional Standards Commission about being able to hire highly qualified, out-of-state teachers by the deadline because these teachers have to meet Idaho's general education requirements for lower division coursework before receiving Idaho certification, coursework that duplicates that which they took for their degrees. Research revealed that these individuals have graduated from out-of-state, accredited colleges/universities with very similar general education requirements as Idaho's. Lower division coursework from out-of-state, accredited colleges/universities would be acceptable for the general education requirements for the following Idaho certificates: Standard Elementary Certificate, Standard Secondary Certificate, Early Childhood/Early Childhood Special Education Blended Certificate, and Exceptional Child Certificate.

The pending rule is being adopted as proposed. The complete text of the proposed rule was published in the June 7, 2006 Idaho Administrative Bulletin, Vol. 06-6, pages 44 through 48.

FISCAL IMPACT: The following is a specific description, if applicable, of any negative fiscal impact on the state general fund greater than ten thousand dollars (\$10,000) during the fiscal year: N/A

ASSISTANCE ON TECHNICAL QUESTIONS: For assistance on technical questions concerning this pending rule, contact Dr. Michael Stefanic at (208) 332-6884 or Dr. Patricia Toney, (208) 332-6938.

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**Docket No. 08-0202-0602
PENDING RULE**

DATED this 1st day of November, 2006.

THIS NOTICE WAS PUBLISHED IN THE PROPOSED RULE

AUTHORITY: In compliance with Section 67-5221(1), Idaho Code, notice is hereby given that this agency has initiated proposed rulemaking procedures. The action is authorized pursuant to Article IX, Section 2 of the Idaho Constitution and under Sections 33-105, 33-107, and 33-1258 Idaho Code.

PUBLIC HEARING SCHEDULE: Public hearing(s) concerning this rulemaking will be held as follows:

**June 20, 2006 from 7:00-9:00 p.m. Mountain Time
In the Joe R. William Building, East Conference Room
700 W. State St., Boise, Idaho**

Individuals unable to be present in person will have the opportunity to make comments by telephoning into the public hearing:

**Dial-in number: 800-432-0355 (access code: 0120199); or
Via the State Department of Education website:
<http://www.sde.state.id.us/certification>**

The hearing site(s) will be accessible to persons with disabilities. Requests for accommodation must be made not later than five (5) days prior to the hearing, to the agency address below.

DESCRIPTIVE SUMMARY: The following is a nontechnical explanation of the substance and purpose of the proposed rulemaking:

According to Section 33-1258, Idaho Code, the Professional Standards Commission (PSC) may make recommendations to the state board of education in such areas as teacher education. No Child Left Behind (NCLB) requires that all Idaho teachers of core subjects (English, reading, or language; drama, music, or art; mathematics; science; foreign languages; civics and government; economics; arts; history; and geography) be highly qualified by the end of the 2005-2006 school year. Many Idaho school districts have approached the Professional Standards Commission about being able to hire highly qualified, out-of-state teachers by the deadline because these teachers have to meet Idaho's general education requirements for lower division coursework before receiving Idaho certification, coursework that duplicates that which they took for their degrees. Research revealed that these individuals have graduated from out-of-state, accredited colleges/universities with very similar general education requirements as Idaho's. Lower division coursework from out-of-state, accredited colleges/universities would be acceptable for the general education requirements for the following Idaho certificates: Standard Elementary Certificate, Standard Secondary Certificate, Early Childhood/Early Childhood Special Education Blended Certificate, and Exceptional Child Certificate.

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PENDING RULE**

FEE SUMMARY: The following is a specific description of the fee or charge imposed or increased: N/A

FISCAL IMPACT: The following is a specific description, if applicable, of any negative fiscal impact on the state general fund greater than ten thousand dollars (\$10,000) during the fiscal year as a result of this rulemaking: N/A

NEGOTIATED RULEMAKING: Pursuant to IDAPA 04.11.01.811, negotiated rulemaking was not conducted because teams of experts reviewed and recommended revisions of the general education requirements to the Professional Standards Commission, which approved the recommendations on April 14, 2006.

ASSISTANCE ON TECHNICAL QUESTIONS, SUBMISSION OF WRITTEN COMMENTS: For assistance on technical questions concerning the proposed rule, contact Dr. Michael Stefanic at (208) 332-6884 or Dr. Patricia Toney, (208) 332-6938.

Anyone may submit written comments regarding this proposed rulemaking. All written comments must be directed to the undersigned and must be delivered on or before June 28, 2006.

DATED this 3rd day of May, 2006.

THIS NOTICE WAS PUBLISHED WITH THE TEMPORARY RULE

EFFECTIVE DATE: The effective date of the temporary rule is February 23, 2006.

AUTHORITY: In compliance with Sections 67-5226, Idaho Code, notice is hereby given this agency has adopted a temporary rule. The action is authorized pursuant to Article IX, Section 2 of the Idaho Constitution and under Sections 33-105, 33-107, 33-116, and 33-1612, Idaho Code, Idaho Code and the ESEA No Child Left Behind Act.

DESCRIPTIVE SUMMARY: The following is the required finding and concise statement of the supporting reasons for adopting a temporary:

According to Section 33-1258, Idaho Code, the Professional Standards Commission (PSC) may make recommendations to the state board of education in such areas as teacher education. No Child Left Behind (NCLB) requires that all Idaho teachers of core subjects (English, reading, or language; drama, music, or art; mathematics; science; foreign languages; civics and government; economics; arts; history; and geography) be highly qualified by the end of the 2005-2006 school year. Many Idaho school districts have approached the Professional Standards Commission about being able to hire highly qualified, out-of-state teachers by the deadline since these teachers have to meet Idaho's general education requirements for lower division coursework before receiving Idaho certification, coursework that duplicates that which they took for their degrees. Research revealed that these individuals have graduated from out-of-state, accredited colleges/universities with very similar general education requirements as Idaho's. Lower division coursework from out-of-state, accredited colleges/universities would be acceptable for the

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PENDING RULE**

general education requirements for the following Idaho certificates: Standard Elementary Certificate, Standard Secondary Certificate, Early Childhood/Early Childhood Special Education Blended Certificate, and Exceptional Child Certificate.

TEMPORARY RULE JUSTIFICATION: Pursuant to Section(s) 67-5226(1)b, Idaho Code, the Governor has found that temporary adoption of the rule is appropriate for the following reasons:

Compliance with deadline in amendments to governing law or federal programs.

FISCAL IMPACT: The following is a specific description, if applicable, of any negative fiscal impact on the state general fund greater than ten thousand dollars (\$10,000) during the fiscal year:
NA

FEE SUMMARY: Pursuant to Section 67-5226(2), the Governor has found that the fee or charge being imposed or increased is justified and necessary to avoid immediate danger and the fee is described herein: N/A

ASSISTANCE ON TECHNICAL QUESTIONS: For assistance on technical questions concerning the temporary rule, contact Dr. Michael Stefanic at (208) 332-6884 or Dr. Patricia Toney, (208) 332-6938.

DATED this 14th day of March, 2006.

Karen L. Echeverria
Policy and Governmental Affairs Officer
State Board of Education
650 West State Street, Room 301
PO Box 83720, Boise, ID 83729-0037
(208) 334-2270, fax (208) 334-2632

THE FOLLOWING IS THE TEXT OF DOCKET NO. 08-0202-0602

018. STANDARD ELEMENTARY CERTIFICATE.

A Standard Elementary Certificate makes an individual eligible to teach grades Kindergarten (K) through eight (8), and may be issued to any person who has a bachelor's degree from an accredited college or university and who meets the following requirements: (3-16-04)

01. General Education Requirements. Completion of the general education requirements at an accredited college or university is required. (2-23-06)T

a. Twelve (12) semester credit hours, or eighteen (18) quarter credit hours, of English, including composition and literature. (3-16-04)

b. Twelve (12) semester credit hours, or eighteen (18) quarter credit hours, of social

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~~science, including U.S. history and/or American (federal) government (psychology will not satisfy this requirement). Course work accepted as social science shall be earned through these departments: History, Political Science, Sociology, Anthropology, Economics and/or Geography.~~
(3-16-04)

~~e. Eight (8) semester credit hours, or twelve (12) quarter credit hours, in two (2) or more areas of natural science (psychology will not satisfy this requirement). The three (3) natural science areas are: Biological Science, Physical Science and Earth Science.~~
(3-16-04)

~~d. Three (3) semester credit hours, or four (4) quarter credit hours, of fine arts (music or art) department course work.~~
(3-16-04)

~~e. Six (6) semester credit hours, or nine (9) quarter credit hours, in math department course work.~~
(3-16-04)

~~f. Three (3) semester credit hours, or four (4) quarter credit hours, in the content or methods of physical education and/or health education, exclusive of activity classes.~~
(3-16-04)

042. Professional Education ~~Core~~ Requirements. (3-16-04)(2-23-06)T

a. A minimum of twenty-four (24) semester credit hours, or thirty-six (36) quarter credit hours, in the philosophical, psychological, and methodological foundations and in the professional subject matter of elementary education, which shall include at least six (6) semester credit hours, or nine (9) quarter credit hours, in developmental reading and its application to the content area.
(3-16-04)

b. At least six (6) semester credit hours, or nine (9) quarter credit hours, of elementary student teaching or two (2) years of satisfactory experience as a teacher in grades K-8.
(3-16-04)

03. Additional Requirements. An institutional recommendation from an accredited college or university or verification of two (2) years of teaching experience in grades Kindergarten (K) through eight (8).
(3-16-04)

04. Ninth Grade Endorsement. If an individual with a Standard Elementary Certificate completes the requirements for a subject area endorsement as outlined under requirements for a Standard Secondary Certificate, an endorsement allowing teaching of that subject through grade nine (9) may be added to the Standard Elementary Certificate. (3-16-04)

05. Proficiency. Proficiency in areas noted above is measured by completion of the credit hour requirements provided herein. Additionally, each candidate shall meet or exceed the state qualifying score on approved elementary content area and pedagogy assessments. (3-16-04)

019. EARLY CHILDHOOD / EARLY CHILDHOOD SPECIAL EDUCATION BLENDED CERTIFICATE.

An Early Childhood / Early Childhood Special Education Blended Certificate is non-categorical and makes an individual eligible to teach in any educational setting for youth from birth to grade three (3), including those who are at-risk or have developmental delays. The Early Childhood /

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Early Childhood Special Education Blended Certificate may be issued to any person with a bachelor's degree from an accredited college or university and who meets the following minimum requirements: (3-16-04)

021. General Education Requirements. ~~A minimum of forty-four (44) semester credit hours, or sixty-six (66) quarter credit hours, in general education selected from the following areas: the humanities, the social sciences, the fine arts, mathematics, natural sciences, and language skills. These credits shall include the following:~~ Completion of the general education requirements at an accredited college or university is required. (3-16-04)(2-23-06)T

~~a. Twelve (12) semester credit hours, or eighteen (18) quarter credit hours, of English, including composition and literature. (3-16-04)~~

~~b. Twelve (12) semester credit hours, or eighteen (18) quarter credit hours, of social science, including U.S. history and/or American (federal) government (psychology will not satisfy this requirement). Course work accepted as social science must be earned through these departments: History, Political Science, Sociology, Anthropology, Economics and/or Geography. (3-16-04)~~

~~c. Eight (8) semester credit hours, or twelve (12) quarter credit hours, in two (2) or more areas of natural science (psychology will not satisfy this requirement). The three (3) natural science areas are: Biological Science, Physical Science and Earth Science. (3-16-04)~~

~~d. Three (3) semester credit hours, or four (4) quarter credit hours, of fine arts (music or art) department course work. (3-16-04)~~

~~e. Six (6) semester credit hours, or nine (9) quarter credit hours, in math department course work. (3-16-04)~~

~~f. Three (3) semester credit hours, or four (4) quarter credit hours, in the content or methods of physical education and/or health education, exclusive of activity classes. (3-16-04)~~

022. Professional Education Requirements. (3-16-04)

a. A minimum of thirty (30) semester credit hours, or forty-five (45) quarter credit hours, in the philosophical, psychological, and methodological foundations, in instructional technology, and in the professional subject matter of early childhood and early childhood-special education. The professional subject matter of early childhood and early childhood-special education shall include course work specific to the young child from birth through grade three (3) in the areas of child development and learning; curriculum development and implementation; family and community relationships; assessment and evaluation; professionalism; and, application of technologies. (3-16-04)

b. The required thirty (30) semester credit hours, or forty-five (45) quarter credit hours, shall include not less than six (6) semester credit hours, or nine (9) quarter credit hours, of early childhood student teaching and three (3) semester credit hours, or four (4) quarter credit hours, of developmental reading. (3-16-04)

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03. Additional Requirements. An institutional recommendation from an accredited college or university, and passage of the Idaho Comprehensive Literacy Exam. (3-16-04)

04. Proficiency. Proficiency in areas noted above is measured by completion of the credit hour requirements provided herein. Additionally, each candidate shall meet or exceed the state qualifying score on approved early-childhood assessments. (3-16-04)

020. STANDARD SECONDARY CERTIFICATE.

A Standard Secondary Certificate makes an individual eligible to teach in grades six (6) through twelve (12). A Secondary Certificate may be issued to any person with a bachelor's degree from an accredited college or university and who meets the following minimum requirements: (3-16-04)

01. General Education Requirements. Completion of the general education requirements at an accredited college or university is required. (2-23-06)T

042. Professional Education Core Requirements. ~~(3-16-04)~~(2-23-06)T

a. A minimum of twenty (20) semester credit hours, or thirty (30) quarter credit hours, in the philosophical, psychological, and methodological foundations, instructional technology, and in the professional subject matter of secondary education, which must include at least three (3) semester credit hours, or four (4) quarter credit hours, of reading in the content area. (3-16-04)

b. The required twenty (20) semester credit hours, or thirty (30) quarter credit hours, must also include at least six (6) semester credit hours, or nine (9) quarter credit hours, of secondary student teaching or two (2) years of satisfactory experience as a teacher in grades six (6) through twelve (12). (3-16-04)

023. General Education Teaching Field Requirements. Preparation in at least two (2) fields of secondary teaching: a ~~major-subject~~ first teaching field of at least thirty (30) semester credit hours, or forty-five (45) quarter credit hours, and a ~~minor-subject~~ second teaching field of at least twenty (20) semester credit hours, or thirty (30) quarter credit hours. Preparation of not less than forty-five (45) semester credit hours, or sixty-seven (67) quarter credit hours, in a single subject area may be used in lieu of ~~a major and minor~~ the first teaching field or second teaching field requirements. ~~(3-16-04)~~(2-23-06)T

034. Additional Requirements. An institutional recommendation from an accredited college or university or verification of two (2) years of teaching experience in grades six (6) through twelve (12). (3-16-04)

045. Proficiency. Proficiency in areas noted above is measured by completion of the credit hour requirements provided herein. Additionally, each candidate must have a qualifying score on an approved content area assessment in any area(s) for which the certificate or endorsement(s) will be applied. (3-16-04)

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(BREAK IN CONTINUITY OF SECTIONS)

028. EXCEPTIONAL CHILD CERTIFICATE.

Holders of this certificate work with children who have been identified as having an educational impairment. (3-16-04)

01. General Education Requirements. Completion of the general education requirements at an accredited college or university is required. (2-23-06)T

042. Generalist Endorsement (K-12). The Generalist K-12 endorsement is non-categorical and allows one (1) to teach in any K-12 special education setting. This endorsement is valid for five (5) years. Six (6) credit hours are required every five (5) years for renewal. Regardless of prior special education experience, all initial applicants must provide an institutional recommendation that an approved special education program has been completed. To be eligible for an Exceptional Child Certificate with a Generalist K-12 endorsement, a candidate must have satisfied the following requirements: (3-16-04)

- a. Completion of a baccalaureate degree from an accredited college or university. (3-16-04)
- b. Completion, in an Idaho college or university, of a program in elementary, secondary, or special education currently approved by the Idaho State Board of Education, or completion, in an out-of-state college or university, of a program in elementary, secondary, or special education currently approved by the state educational agency of the state in which the program was completed. (3-16-04)
- c. Completion of thirty (30) semester credit hours in special education, or closely related areas, as part of an approved special education program. (3-16-04)
- d. Each candidate must have a qualifying score on an approved core content assessment and a second assessment related to the specific endorsement requested. (3-16-04)

023. Hearing Impairment (K-12). Completion of a minimum of thirty (30) semester credit hours in the area of hearing impairment. An institutional recommendation specific to this endorsement is required. (3-16-04)

034. Visual Impairment (K-12). Completion of a program of a minimum of thirty (30) semester credit hours in the area of visual impairment. An institutional recommendation specific to this endorsement is required. (3-16-04)

045. Seriously Emotionally Disturbed (K-12). Completion of a program of a minimum of thirty (30) semester credit hours in the area of seriously emotionally disturbed. An institutional recommendation specific to this endorsement is required. (3-16-04)

056. Severe Retardation (K-12). Completion of a program of a minimum of thirty (30) semester credit hours in the area of severe retardation. An institutional recommendation specific to this endorsement is required. (3-16-04)

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067. Multiple Impairment (K-12). Completion of a program of a minimum of thirty (30) semester credit hours in the area of multiple impairment. An institutional recommendation specific to this endorsement is required. (3-16-04)

078. Physical Impairment (K-12). Completion of a program of a minimum of thirty (30) semester credit hours in the area of physical impairment. An institutional recommendation specific to this endorsement is required. (3-16-04)

EDUCATION COMMITTEE

IDAPA 08 - RULES OF THE STATE BOARD OF EDUCATION

08.02.02 - RULES GOVERNING UNIFORMITY

DOCKET NO. 08-0202-0603

NOTICE OF RULEMAKING - ADOPTION OF PENDING RULE

EFFECTIVE DATE: This rule has been adopted by the agency and is now pending review by the 2007 Idaho State Legislature for final approval. The pending rule becomes final and effective at the conclusion of the legislative session, unless the rule is approved, rejected, amended or modified by concurrent resolution in accordance with Section 67-5224 and 67-5291, Idaho Code. If the pending rule is approved, amended or modified by concurrent resolution, the rule becomes final and effective upon adoption of the concurrent resolution or upon the date specified in the concurrent resolution.

AUTHORITY: In compliance with Section 67-5224, Idaho Code, notice is hereby given that this agency has adopted a pending rule. The action is authorized pursuant to Article IX, Section 2 of the Idaho Constitution and under Sections 33-105, 33-107, 33-116, and 33-1612, Idaho Code.

DESCRIPTIVE SUMMARY: The following is a concise explanatory statement of the reasons for adopting the pending rule and a statement of any change between the text of the proposed rule and the text of the pending rule with an explanation of the reasons for the change.

According to Section 33-1258, Idaho Code, the Professional Standards Commission (PSC) may make recommendations for improving professional teacher standards. Periodic development, review, and revision of the current Idaho's teacher standards are necessary to ensure that the standards align with best practices in the teaching profession. The No Child Left Behind Act, State Board highly qualified teacher requirements, and Idaho K-12 student requirements also make such a standards review and revision process critical. For this specific promulgation, Idaho standards for the preparation of teachers of early childhood/early childhood special education, bilingual education/English as a New Language, physical education, and health, and standards for the preparation of administrators, including superintendents, principals, and special education directors, in the incorporated by reference document The Idaho Standards for the Initial Certification of Professional School Personnel have been reviewed and revised in the incorporated document. The other changes were minor edits in what was initially in the proposed rule. The pending rule is being adopted as proposed. The complete text of the proposed rule was published in the June 7, 2006 Idaho Administrative Bulletin, Vol. 06-6, pages 49 and 50.

FISCAL IMPACT: The following is a specific description, if applicable, of any negative fiscal impact on the state general fund greater than ten thousand dollars (\$10,000) during the fiscal year: N/A

ASSISTANCE ON TECHNICAL QUESTIONS: For assistance on technical questions concerning this pending rule, contact Dr. Patricia Toney, 332-6938.

DATED this 1st day of November, 2006.

THIS NOTICE WAS PUBLISHED WITH THE PROPOSED RULE

EDUCATION COMMITTEE

STATE BOARD OF EDUCATION
Rules Governing Uniformity

Docket No. 08-0202-0603
PENDING RULE

AUTHORITY: In compliance with Section 67-5221(1), Idaho Code, notice is hereby given that this agency has initiated proposed rulemaking procedures. The action is authorized pursuant to Article IX, Section 2 of the Idaho Constitution and under Sections 33-105, 33-107, and 33-1258 Idaho Code.

PUBLIC HEARING SCHEDULE: Public hearing(s) concerning this rulemaking will be held as follows:

June 20, 2006 from 7:00-9:00 p.m. Mountain Time
In the Joe R. William Building, East Conference Room
700 W. State St., Boise, Idaho

Individuals unable to be present in person will have the opportunity to make comments by telephoning into the public hearing:

Dial-in number: 800-432-0355 (access code: 0120199); or
Via the State Department of Education website:
<http://www.sde.state.id.us/certification>

The hearing site(s) will be accessible to persons with disabilities. Requests for accommodation must be made not later than five (5) days prior to the hearing, to the agency address below.

DESCRIPTIVE SUMMARY: The following is a nontechnical explanation of the substance and purpose of the proposed rulemaking:

According to Section 33-1258, Idaho Code, the Professional Standards Commission (PSC) may make recommendations for improving professional teacher standards. Periodic development, review, and revision of the current Idaho's teacher standards are necessary to ensure that the standards align with best practices in the teaching profession. The No Child Left Behind Act, State Board highly qualified teacher requirements, and Idaho K-12 student requirements also make such a standards review and revision process critical. For this specific promulgation, Idaho standards for the preparation of teachers of early childhood/early childhood special education, bilingual education/English as a New Language, physical education, and health, and standards for the preparation of administrators, including superintendents, principals, and special education directors, in the incorporated by reference document The Idaho Standards for the Initial Certification of Professional School Personnel have been reviewed and revised.

FEE SUMMARY: The following is a specific description of the fee or charge imposed or increased: No fee is being imposed or increased by this rulemaking.

FISCAL IMPACT: The following is a specific description, if applicable, of any negative fiscal impact on the state general fund greater than ten thousand dollars (\$10,000) during the fiscal year: N/A

NEGOTIATED RULEMAKING: Pursuant to IDAPA 04.11.01.811, negotiated rulemaking was

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not conducted because teams of content area experts reviewed and recommended revisions of the standards to the Professional Standards Commission, which approved the revisions on February 2, 2006.

ASSISTANCE ON TECHNICAL QUESTIONS, SUBMISSION OF WRITTEN COMMENTS: For assistance on technical questions concerning the proposed rule, contact Dr. Michael Stefanic at (208) 332-6884 or Dr. Patricia Toney, (208) 332-6938.

Anyone may submit written comments regarding this proposed rulemaking. All written comments must be directed to the undersigned and must be delivered on or before June 28, 2006.

DATED this 3rd day of May, 2006.

Karen Echeverria
Chief Administration and Governmental Affairs Officer
Idaho State Board of Education
650 W. State Street
PO Box 83720, Boise, Idaho 83720-0027
Phone: (208) 332-1567 Fax: (208) 334-2632

THE FOLLOWING IS THE TEXT OF THE PENDING RULE

004. INCORPORATION BY REFERENCE.

The State Board of Education adopts and incorporates into its rules: (4-5-00)

01. Incorporated Document. The Idaho Standards for the Initial Certification of Professional School Personnel as approved in ~~June~~ April 2005~~6~~. (~~4-11-06~~)(____)

02. Document Availability. The Standards are available at the Office of the State Board of Education, 650 W. State St., PO Box 83720, Boise, Idaho, 83720-0037, and can also be accessed electronically at <http://www.idahoboardofed.org>. (3-16-04)

03. Incorporated Document. The Standards for Idaho School Buses and Operations as approved on August 13, 2004. (4-6-05)

04. Document Availability. The Standards for Idaho School Buses and Operations are available at the Idaho State Department of Education, 650 W. State St., Boise, Idaho, 83702. (7-1-02)

05. Incorporated Document. The Idaho Standards for Public School Driver Education and Training as approved on August 13, 2004. (4-6-05)

06. Document Availability. The Idaho Standards for Public School Driver Education and Training are available at the Idaho State Department of Education, 650 W. State St., Boise,

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Idaho, 83702. (5-3-03)

07. Incorporated Document. The Idaho Standards for Commercial Driving Schools as approved on March 10, 2005. (4-11-06)

08. Document Availability. The Idaho Standards for Commercial Driving Schools is available at the Idaho State Department of Education, 650 W. State St., Boise, Idaho, 83702. (3-14-05)

EDUCATION COMMITTEE

IDAPA 08 - RULES OF THE STATE BOARD OF EDUCATION

08.02.02 - RULES GOVERNING UNIFORMITY

DOCKET NO. 08-0202-0604

NOTICE OF RULEMAKING - ADOPTION OF PENDING RULE

EFFECTIVE DATE: This rule has been adopted by the agency and is now pending review by the 2007 Idaho State Legislature for final approval. The pending rule becomes final and effective at the conclusion of the legislative session, unless the rule is approved, rejected, amended or modified by concurrent resolution in accordance with Section 67-5224 and 67-5291, Idaho Code. If the pending rule is approved, amended or modified by concurrent resolution, the rule becomes final and effective upon adoption of the concurrent resolution or upon the date specified in the concurrent resolution.

AUTHORITY: In compliance with Section 67-5224, Idaho Code, notice is hereby given that this agency has adopted a pending rule. The action is authorized pursuant to Article IX, Section 2 of the Idaho Constitution and under Sections 33-105, 33-107, 33-116, and 33-1612, Idaho Code.

DESCRIPTIVE SUMMARY: The following is a concise explanatory statement of the reasons for adopting the pending rule and a statement of any change between the text of the proposed rule and the text of the pending rule with an explanation of the reasons for the change.

According to Section 33-1258, Idaho Code, the Professional Standards Commission (PSC) may make recommendations for promoting professional practices and competence of the teaching profession. Feedback from teacher preparation standards review teams of K-12 and higher education content area experts confirmed the need to review and revise specific teacher endorsement requirements to ensure the requirements align with Idaho's performance-based teacher preparation standards and the needs of Idaho schools/districts/students. The No Child Left Behind Act, State Board highly qualified teacher requirements, and Idaho K-12 student requirements also make such an endorsement review and revision process critical. Idaho endorsement requirements for teachers of early childhood/early childhood special education, bilingual education/English as a New Language, physical education, and health, and standards for the preparation of administrators, including superintendents, principals, and special education directors, have been revised.

The pending rule is being adopted as amended. The State Board-approved requirements for Drama, Option A that were inadvertently left out of previous rulemaking. These requirements have been re-inserted into the rule.

Pursuant to Section 67-5228, Idaho Code, amendments have been made to the rule based on public comment and to clarify the rule. The amendments are being published with this Notice of Rulemaking as part of the pending rule.

Only the sections that have changes different from the proposed text are printed in this bulletin. The complete text of the proposed rule was published in the June 7, 2006 Idaho Administrative Bulletin, Vol. 06-6, pages 51 through 58.

FISCAL IMPACT: The following is a specific description, if applicable, of any negative fiscal impact on the state general fund greater than ten thousand dollars (\$10,000) during the fiscal year:

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N/A

ASSISTANCE ON TECHNICAL QUESTIONS: For assistance on technical questions concerning this pending rule, contact Dr. Michael Stefanic at (208) 332-6884 or Dr. Patricia Toney, (208) 332-6938.

DATED this 1st day of November, 2006.

THIS NOTICE WAS PUBLISHED WITH THE PROPOSED RULE

AUTHORITY: In compliance with Section 67-5221(1), Idaho Code, notice is hereby given that this agency has initiated proposed rulemaking procedures. The action is authorized pursuant to Article IX, Section 2 of the Idaho Constitution and under Sections 33-105, 33-107, and 33-1258 Idaho Code.

PUBLIC HEARING SCHEDULE: Public hearing(s) concerning this rulemaking will be held as follows:

June 20, 2006 from 7:00-9:00 p.m. Mountain Time
In the Joe R. William Building, East Conference Room
700 W. State St., Boise, Idaho

Individuals unable to be present in person will have the opportunity to make comments by telephoning into the public hearing:

Dial-in number: 800-432-0355 (access code: 0120199); or
Via the State Department of Education website:
<http://www.sde.state.id.us/certification>

The hearing site(s) will be accessible to persons with disabilities. Requests for accommodation must be made not later than five (5) days prior to the hearing, to the agency address below.

DESCRIPTIVE SUMMARY: The following is a nontechnical explanation of the substance and purpose of the proposed rulemaking:

According to Section 33-1258, Idaho Code, the Professional Standards Commission (PSC) may make recommendations for promoting professional practices and competence of the teaching profession. Feedback from teacher preparation standards review teams of K-12 and higher education content area experts confirmed the need to review and revise specific teacher endorsement requirements to ensure the requirements align with Idaho's performance-based teacher preparation standards and the needs of Idaho schools/districts/students. The No Child Left Behind Act, State Board highly qualified teacher requirements and Idaho K-12 student requirements also make such an endorsement review and revision process critical. Idaho endorsement requirements for teachers of early childhood/early childhood special education, bilingual education/English as a New Language, physical

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education, health, and physical education-health; and standards for the preparation of administrators, including superintendents, principals, and special education directors, have been revised.

FEE SUMMARY: The following is a specific description of the fee or charge imposed or increased: No fee is being imposed or increased by this rulemaking.

FISCAL IMPACT: The following is a specific description, if applicable, of any negative fiscal impact on the state general fund greater than ten thousand dollars (\$10,000) during the fiscal year as a result of this rulemaking: N/A

NEGOTIATED RULEMAKING: Pursuant to IDAPA 04.11.01.811, negotiated rulemaking was not conducted because teams of content area experts, including K-12 teachers and college/university educators, reviewed and recommended revisions to the endorsement requirements and those recommendations were approved by the Professional Standards Commission.

ASSISTANCE ON TECHNICAL QUESTIONS, SUBMISSION OF WRITTEN COMMENTS: For assistance on technical questions concerning the proposed rule, contact Dr. Michael Stefanic at (208) 332-6884 or Dr. Patricia Toney, (208) 332-6938.

Anyone may submit written comments regarding this proposed rulemaking. All written comments must be directed to the undersigned and must be delivered on or before June 28, 2006.

DATED this 3rd day of May 2006.

Karen Echeverria
Chief Administration and Governmental Affairs Officer
Idaho State Board of Education
650 W. State Street
PO Box 83720, Boise, Idaho 83720-0027
Phone: (208) 332-1567 Fax: (208) 334-2632

THE FOLLOWING IS THE TEXT OF THE PENDING RULE

022. ENDORSEMENTS A - D.

01. Agriculture Science and Technology (6-12). (3-16-04)

a. Forty-five (45) semester credit hours including course work in each of the following areas: agriculture education; agriculture mechanics; agriculture business management; soil science; animal science; and plant science. (3-16-04)

b. Occupational teacher preparation coursework as provided in Sections 034 through 038. (3-16-04)

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02. American Government /Political Science (6-12). Twenty (20) semester credit hours to include: a minimum of six (6) semester credit hours in American Government, six (6) semester credit hours in U.S. History Survey, and a minimum of three (3) semester credit hours in Comparative Government. Remaining course work must be selected from Political Science. Course work may include three (3) semester credit hours in World History Survey. (4-11-06)

03. Art (K-12 or 6-12). Twenty (20) semester credit hours in the area of Art to include a minimum of nine (9) semester credit hours in: Foundation Art and Design. Additional course work must include at least two (2) Studio Areas and Secondary Arts Methods. To obtain an Art (K-12) endorsement, applicants holding a Secondary Certificate must complete an elementary methods course. (4-11-06)

04. Bilingual Education (K-12). Twenty (20) semester credit hours to include six (6) upper division credits in Modern Languages, including writing and literature; three (3) semester credit hours in ~~Cultural Diversity in the target language and/or in~~ cross-cultural or multi-cultural course work; ~~seven (7) semester credit hours in English as a Second Language, which shall include~~ three (3) semester credit hours in ENL/Bilingual Methodology; ~~and three (3) semester credit hours in Linguistics; three (3) semester credit hours in Foundations, Federal and State Law, Theory, Testing/identification of Limited English Proficient Students; one (1) semester credit hour in Bilingual Practicum; or and one (1) semester credit hour in Bilingual Field Experience, with remaining credit hours in foundations, applied linguistics, testing, or bilingual education. Additionally, no more than five (5) semester credit hours of workshop credit will be accepted for this endorsement.~~ (3-16-04)(____)

05. Biological Science (6-12). Twenty (20) semester credit hours to include at least six (6) semester credit hours of course work in each of the following areas: Botany and Zoology. (3-16-04)

06. Business Technology Education (6-12). (3-16-04)

a. Twenty (20) semester credit hours to include course work in each of the following areas: Intermediate or Advanced Keyboarding; Accounting; and Business/Office Procedures. (3-16-04)

b. Occupational teacher preparation as provided in Sections 034 through 038. (3-16-04)

07. Chemistry (6-12). Twenty (20) semester credit hours in the area of Chemistry. (3-16-04)

08. Communication (6-12). Follow one (1) of the following options: (3-16-04)

a. Option I: Twenty (20) semester credit hours to include Methods of Teaching Speech/Communications plus course work in at least four (4) of the following areas: Interpersonal Communication/Human Relations; Argumentation/Personal Persuasion; Group Communications; Nonverbal Communication; Public Speaking; and Drama/Theater Arts. (3-16-04)

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b. Option II: Possess an English endorsement plus at least twelve (12) semester credit hours distributed among the following: Interpersonal Communication/Human Relations, Public Speaking, and Methods of Teaching Speech/Communication. (3-16-04)

09. Communications/Drama (6-12). Twenty (20) semester credit hours including a minimum of six (6) credit hours in each of the following areas: Communications and Drama. (3-16-04)

10. Drama (6-12). Follow one (1) of the following options: (4-11-06)

a. Twenty (20) semester credit hours, including a minimum of sixteen (16) semester credit hours in Drama or Theater Arts, including course work in each of the following: Acting, Directing, and Technical Stage Production, and four (4) semester credit hours in Communications. ~~(3-16-04)~~()

b. Possess an endorsement in English plus a minimum of nine (9) semester credit hours including course work in each of the following: Acting, Directing, and Technical Stage Production. (4-11-06)

11. Driver Education (6-12). Two (2) semester credit hours in Basic Driver Education for Teachers and two (2) semester credit hours in any of the following: Advanced Driver Education; Driver Simulation Education; Traffic Engineering; General Safety Education; or Highway Transportation. Additionally, an individual must have three (3) years of satisfactory driving experience immediately prior to endorsement as verified by the Motor Vehicle Division of the State Department of Transportation. (3-16-04)

023. ENDORSEMENTS E - L.

01. Earth Science (6-12). Twenty (20) semester credit hours including course work in each of the following: Earth Science, Astronomy, and Geology. (4-11-06)

02. Economics (6-12). Twenty (20) semester credit hours to include a minimum of three (3) semester credit hours of micro-economics, a minimum of three (3) semester credit hours of macro-economics, and a minimum of six (6) semester credit hours of Personal Finance/Consumer Economics/Economics Methods. Remaining course work may be selected from economics and finance course work in one (1) or more of the following areas: Agriculture Science and Technology, Business Education, Economics, Family and Consumer Science, or Marketing Education. (4-11-06)

03. Education Media Generalist (K-12). Twenty (20) semester credit hours in the field of Education Media or Library Science, including a minimum of fifteen (15) credit hours of course work distributed among each of the following: Material Selection/Collection Development; Literature for Youth; Organization/Administration of Educational Materials; Library Automation/Information Technology Research Methods. (3-16-04)

04. English (6-12). Twenty (20) semester credit hours, including three (3) semester credit hours in Linguistics/Grammar, three (3) semester credit hours in American Literature, three (3) semester credit hours in English Literature, six (6) semester credit hours in Advanced

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Composition, excluding the introductory sequence designed to meet general education requirements. Remaining credits must be completed in the English Department, and must include some course work in Writing Methods for Teachers of Secondary Students. (3-16-04)

05. English as a ~~Second~~ New Language (ESNL) (K-12). Twenty (20) semester credit hours to include four (4) semester credit hours in Modern Languages; three (3) semester credit hours in Cultural Diversity; three (3) semester credit hours in ESNL Methods; ~~three (3) semester credits in Linguistics;~~ three (3) semester credit hours in ~~Philosophical~~ Foundations, ~~Federal and State Law~~, Theory, Testing/Identification of Limited English Proficient Students ~~OR Applied Linguistics in ESL~~; one (1) semester credit in ESNL Practicum or Field Experience; and three (3) semester credit hours in an ESNL related elective. ~~Additionally, no more than five (5) semester credits of workshop will be accepted for this endorsement.~~ (3-16-04)(____)

06. Family and Consumer Science (6-12). (3-16-04)

a. Thirty (30) semester credit hours to include coursework in each of the following: Child/Human Development; Human/Family Relations; Directed Laboratory Experience in Childcare; Clothing and Textiles, Cultural Dress, Fashion Merchandising, or Design Nutrition; Food Preparation, Food Production, or Culinary Arts; Housing, Interior Design, Home Management, or Equipment; Consumer Economics or Family Resource Management; Introduction to Family Consumer Sciences; and, Integration of Family Consumer Sciences or Family Consumer Science Methods. (3-16-04)

b. Occupational Teacher Preparation as provided in Sections 034 through 038. (3-16-04)

07. Foreign Language (6-12 or K-12). Twenty (20) semester credit hours in a specific foreign language including course work in two (2) or more of the following areas: Grammar, Conversation, Composition, Culture, and Literature; and course work in Foreign Language Methods. To obtain an endorsement in a specific foreign language (K-12), applicants holding a Secondary Certificate must complete an elementary methods course. (4-11-06)

08. Geography (6-12). Twenty (20) semester credit hours including course work in Cultural Geography and Physical Geography, and a maximum of six (6) semester credit hours in World History Survey. Remaining semester credit hours must be selected from Geography. (4-11-06)

09. Geology (6-12). Twenty (20) semester credit hours in the area of Geology. (3-16-04)

10. Gifted and Talented (K-12). Twenty (20) semester credit hours, to include three (3) semester credits hours in each of the following: Foundations of Gifted and Talented Education; Creative/Critical Thinking Skills for Gifted and Talented Students; Social and Emotional Needs of Gifted and Talented Students; Curriculum and Instruction for Gifted and Talented Students; and Practicum and Program Design for Gifted and Talented Education. (3-16-04)

11. Health (6-12). Twenty (20) semester credit hours to include course work in

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Organization/Administration/Planning of a School Health Program; Health ~~Science~~ and Wellness; Methods of Teaching Health; ~~and a minimum of twelve (12) semester credit hours in at least four (4) of the following areas:~~ Mental/Emotional Health; ~~Consumer Health~~; Nutrition; Human Sexuality; ~~Aging, Death and Dying; Safety and Accident Prevention; Fitness/Wellness;~~ Substance Use and Abuse; ~~Disease;~~ and ~~Community/Environmental Health~~ Theories of Behavior Changes. Remaining semester credits must be in health-related course work. (3-16-04)()

12. History (6-12). Twenty (20) semester credit hours to include a minimum of six (6) semester credit hours of U.S. History Survey and a minimum of six (6) semester credit hours of World History Survey. Remaining course work must be in History. Course work may include three (3) semester credit hours in American Government. (4-11-06)

13. Humanities (6-12). An endorsement in English, History, Music, Visual Art, Drama, or Foreign Language and twenty (20) semester credit hours in one of the following areas or ten (10) semester credit hours in each of two (2) of the following areas: Literature, Music, Foreign Language, Humanities Survey, History, Visual Art, Philosophy, Drama, Comparative World Religion, Architecture, and Dance. (4-11-06)

14. Journalism (6-12). Follow one (1) of the following options: (3-16-04)

a. Option I: Twenty (20) semester credit hours to include a minimum of sixteen (16) semester credit hours in Journalism and four (4) semester credit hours in English. (3-16-04)

b. Option II: Possess an English endorsement with a minimum of six (6) semester credit hours in Journalism. (3-16-04)

024. ENDORSEMENTS M - Z.

01. Marketing Technology Education (6-12). (3-16-04)

a. Twenty (20) semester credit hours to include course work in each of the following areas: Marketing; Management; Economics; Coordination of Cooperative Programs; Merchandising/Retailing; and Curriculum and Materials Marketing, with remaining credit hours in the field of business. (3-16-04)

b. Occupational teacher preparation as provided in Sections 034 through 038. (3-16-04)

02. Mathematics - Basic (6-12). Twenty (20) semester credit hours in Mathematics including course work in Algebra, Geometry, and Trigonometry. Six (6) semester credit hours of computer programming may be substituted for six (6) semester credits in Mathematics. (3-16-04)

03. Mathematics (6-12). Twenty (20) semester credit hours including course work in each of the following areas: Geometry, Linear Algebra, Discrete Mathematics, Probability and Statistics, and a minimum of three (3) semester credit hours of Calculus. Statistics course work may be taken from a department other than the mathematics department. (4-11-06)

04. Music (6-12 or K-12). Twenty (20) semester credit hours to include course work

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in the following: Theory and Harmony; Aural Skills, Music History; Conducting; Applied Music; and Piano Proficiency (Class Piano or Applied Piano), and Secondary Music Methods/Materials. To obtain a Music K-12 endorsement, applicants holding a Secondary Certificate must complete an elementary music methods course. (4-11-06)

05. Natural Science (6-12). An endorsement in: Biological Science, Physical Science, Physics, Chemistry, Earth Science, Geology, or Agriculture Science and Technology. Twenty-four (24) semester credit hours are required in each endorsement area as follows: (4-11-06)

a. Biological Science Endorsement. Minimum of eight (8) semester credit hours in each of the following areas: Physics, Chemistry, and Earth Science or Geology. (4-11-06)

b. Physics Endorsement. Minimum of eight (8) semester credit hours in each of the following areas: Biology, Chemistry, and Earth Science or Geology. (4-11-06)

c. Chemistry Endorsement. Minimum of eight (8) semester credit hours in each of the following areas: Biology, Physics, and Earth Science or Geology. (4-11-06)

d. Earth Science or Geology Endorsement. Minimum of eight (8) semester credit hours in each of the following areas: Biology, Physics, and Chemistry. (4-11-06)

e. Agriculture Science and Technology Endorsement. Minimum of four (4) semester credit hours in each of the following areas: Biology, Chemistry, Earth Science or Geology, and Physics. Remaining course work must be from the sciences: Biology, Chemistry, Earth Science or Geology, and Physics. (4-11-06)

06. Physics (6-12). Twenty (20) semester credit hours in the area of Physics. (3-16-04)

07. Physical Education (PE) (6-12 or K-12). Twenty (20) semester credit hours to include course work in each of the following areas: Sport, Movement, and Outdoor Skills; Elementary PE Methods; Secondary PE Methods; Student Evaluation in PE; Administration of a PE Program; ~~Health; Safety and Prevention of Injuries; Fitness and Wellness; PE for Special Populations; Exercise Science Physiology; Kinesiology/Biomechanics; Sports Psychology or Sociology; and Movement Motor Behavior; and Current CPR and First Aid Certification.~~ ~~To obtain a Physical Education K-12 endorsement, applicants holding a Secondary Certificate must complete an elementary PE methods course.~~ (3-16-04)()

08. Physical Education/Health. Must have an endorsement in both physical education and health. (3-16-04)()

09. Physical Science (6-12). Twenty (20) semester credit hours in the area of physical science to include a minimum of eight (8) semester credit hours in each of the following: Chemistry and Physics. (3-16-04)

10. Psychology. Twenty (20) semester credit hours in the area of Psychology. (3-16-04)

11. Reading (6-12 or K-12). Twenty (20) semester credit hours in the area of reading

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including a minimum of fifteen (15) semester credit hours distributed among each of the following areas: Foundations of Reading or Developmental Reading; Reading in the Content Area; Literature for Youth; Psycholinguistics or Language Development; and Corrective/Diagnostic/Remedial Reading. To obtain a Reading K-12 endorsement, applicants holding a Secondary Certificate must complete an elementary methods course. (3-16-04)

12. Social Studies (6-12). Must have an endorsement in History, American Government/Political Science, Economics, Sociology, Psychology, or Geography plus a minimum of twenty (20) semester credit hours of which the following are required: a minimum of six (6) semester credit hours of general U.S. history survey; a minimum of three (3) semester credit hours of American Government. The remaining semester credit hours must include course work from all of the following areas: World History, Geography, Economics, Sociology, and Psychology. (4-11-06)

13. Sociology (6-12). Twenty (20) semester credit hours in the area of Sociology. (3-16-04)

14. Sociology/Anthropology (6-12). Twenty (20) semester credit hours including a minimum of six (6) semester credit hours in each of the following: Anthropology and Sociology. (3-16-04)

15. Technology Education (6-12). (3-16-04)

a. Twenty (20) semester credit hours to include course work in each of the following areas: Communication Technology; Computer Applications; Construction Technology; Electronics Technology; Manufacturing Technology; Power, Energy and Transportation; and Principles of Technology. (3-16-04)

b. Occupational teacher preparation as provided in Sections 034 through 038. (3-16-04)

(BREAK IN CONTINUITY OF SECTIONS)

026. ADMINISTRATOR CERTIFICATE.

Every person who serves as a superintendent, a secondary school principal, or principal of an elementary school with eight (8) or more teachers (including the principal), or is assigned administrative duties over and above those commonly assigned to teachers, is required to hold an Administrator Certificate. The certificate may be endorsed for service as a school principal, a superintendent, or a director of special education and related services. Assistant superintendents are required to hold the Superintendent endorsement. Assistant principals or vice-principals are required to hold the Principal endorsement. Applicants for the Director of Special Education and Related Services endorsement will hold that endorsement on an Administrator Certificate. Possession of an Administrator Certificate does not entitle the holder to serve as a teacher at a grade level for which ~~he~~ the educator is not qualified or certificated. All administrator certificates require candidates to meet the following competencies of the Idaho Foundation Standards for

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School Administrators: Visionary and Strategic Planning, Instructional Leadership, Management and Organizational Leadership, Family and Community Partnerships, Professional and Ethical Leadership, and Governance and Legal Leadership. (3-16-04)(____)

01. School Principal Endorsement (Pre-K-12). To be eligible for an Administrator Certificate endorsed for School Principal Pre-K-12, a candidate must have satisfied the following requirements: (3-16-04)

- a. Hold a master's degree from an accredited college or university. (3-16-04)
- b. Have four (4) years of full-time certificated experience working with students, Pre-K-12, while under contract in an accredited school setting. (3-16-04)(____)
- c. Have completed an administrative internship in a state-approved program, or have one (1) year of experience as an administrator in grades Pre-K-12. (3-16-04)(____)
- d. Provide verification of completion of a state-approved program of at least thirty (30) semester credit hours, forty-five (45) quarter credit hours, of graduate study in school administration for the preparation of school principals at an accredited college or university. This program shall include ~~the competencies in the following areas: leadership, ethics, and management of change; all forms of communication, including technology, advocacy, and mediation; customer involvement and public relations; staff development and supervision of instruction; school law and finance (including special education), and grant writing; curriculum development, integration of technology, delivery, and assessment; education of all populations, including special education; and, student behavior management/positive behavior supports/effective discipline~~ of the Idaho Foundation Standards for School Administrators: Visionary and Strategic Planning, Instructional Leadership, Management and Organizational Leadership, Family and Community Partnerships, Professional and Ethical Leadership, and Governance and Legal Leadership. (3-16-04)(____)
- e. An institutional recommendation is required for a School Principal Pre-K-12 Endorsement. (3-16-04)

02. Superintendent Endorsement. To be eligible for an Administrator Certificate with a Superintendent endorsement, a candidate must have satisfied the following requirements: (3-16-04)

- a. Hold an education specialist or doctorate degree or complete a comparable post-master's sixth year program at an accredited college or university. (3-16-04)
- b. Have four (4) years of full-time certificated/licensed experience working with ~~students~~ Pre-K-12 students while under contract in an accredited school setting. (3-16-04)(____)
- c. Have completed an administrative internship in a state-approved program for the superintendent endorsement or have one (1) year of out-of-state experience as an assistant superintendent or superintendent in grades Pre-K-12, ~~while holding that state's administrative certificate.~~ (3-16-04)(____)

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d. Provide verification of completion of an approved program of at least thirty (30) semester credit hours, or forty-five (45) quarter credit hours, of post-master's degree graduate study for the preparation of school superintendents at an accredited college or university. This program in school administration and interdisciplinary supporting areas shall include the competencies in the following areas in addition to those required for the School Principal Pre-K-12 endorsement: advanced school finance, grant writing, and generation of additional sources of revenue; policy development and school board operations/relations; district-wide support services; employment practices and negotiations; educational product marketing and community relations; and, special services and federal programs Superintendent Leadership, in addition to the competencies in the Idaho Foundation Standards for School Administrators: Visionary and Strategic Planning, Instructional Leadership, Management and Organizational Leadership, Family and Community Partnerships, Professional and Ethical Leadership, and Governance and Legal Leadership. (3-16-04)()

e. An institutional recommendation is required for a School Superintendent Endorsement.(3-16-04)

03. Director of Special Education and Related Services Endorsement (Pre-K-12).
To be eligible for an Administrator Certificate endorsed for Director of Special Education and Related Services Pre-K-12, a candidate must have satisfied all of the following requirements: (3-16-04)

a. Hold a master's degree from an accredited college or university. (3-16-04)

b. Have four (4) years of full-time certificated/licensed experience working with students Pre-K-12, while under contract in a school setting. (3-16-04)

c. Obtain college or university verification of demonstrated the competencies in the following areas: organization and administration of student services, including foundations of special education; leadership, ethics, and management of change; all forms of communication, including technology, advocacy, mediation, and counseling with parents of children with disabilities; customer involvement and public relations; staff development and supervision of instruction; policy development as related to special education and related services; school law and finance as related to special education and related services, and grant writing; curriculum development, integration of technology, delivery, and assessment as related to special education and related services; student behavior management/positive behavioral supports/effective discipline; and, diagnosis and remediation in special education of the Idaho Foundation Standards for School Administrators: Visionary and Strategic Planning, Instructional Leadership, Management and Organizational Leadership, Family and Community Partnerships, Professional and Ethical Leadership, and Governance and Legal Leadership. (3-16-04)()

d. Obtain college or university verification of demonstrated competencies in the following areas, in addition to the competencies in the Idaho Foundation Standards for School Administrators: Concepts of Least Restrictive Environment; Post-School Outcomes and Services for Students with Disabilities Ages Three (3) to Twenty-one (21); Collaboration Skills for General Education Intervention; Instructional and Behavioral Strategies; Individual Education Programs (IEPs); Assistive and Adaptive Technology; Community-Based Instruction and Experiences; Data Analysis for Instructional Needs and Professional Training; Strategies to Increase Program

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Accessibility; Federal and State Laws and Regulations and School District Policies; Resource Advocacy; and Technology Skills for Referral Processes, and Record Keeping. (____)

de. Have completed an administrative internship/practicum in the area of administration of special education and related services. (3-16-04)

ef. An institutional recommendation is required for Director of Special Education and Related Services Pre-K-12 Endorsement. (3-16-04)

EDUCATION COMMITTEE

IDAPA 08 - STATE BOARD OF EDUCATION

08.02.03 - RULES GOVERNING THOROUGHNESS

DOCKET NO. 08-0203-0601

NOTICE OF RULEMAKING - ADOPTION OF PENDING RULE

EFFECTIVE DATE: This rule has been adopted by the agency and is now pending review by the 2007 Idaho State Legislature for final approval. The pending rule becomes final and effective at the conclusion of the legislative session, unless the rule is approved, rejected, amended or modified by concurrent resolution in accordance with Section 67-5224 and 67-5291, Idaho Code. If the pending rule is approved, amended or modified by concurrent resolution, the rule becomes final and effective upon adoption of the concurrent resolution or upon the date specified in the concurrent resolution.

AUTHORITY: In compliance with Section 67-5224, Idaho Code, notice is hereby given that this agency has adopted a pending rule. The action is authorized pursuant to Section 33-105, Idaho Code and Public Law 107-110 ("No Child Left Behind") Section 1111.b.3.C.ix.III.

DESCRIPTIVE SUMMARY: The following is a concise explanatory statement of the reasons for adopting the pending rule and a statement of any change between the text of the proposed rule and the text of the pending rule with an explanation of the reasons for the change. The No Child Left Behind Act requires that states give some type of recognition to schools in addition to making Adequate Yearly Progress (AYP). In 2003, the State Board of Education approved two rewards. Subsequently, greater clarification was added to the rule to more clearly differentiate the two awards. This proposal amends the rule to give responsibility of calculation rewards to the State Department of Education (SDE). The SDE currently makes all calculations for AYP and can use the same data to calculate the rewards. The SDE follows the guidelines in the State Accountability Plan to calculate AYP and would continue to the guidelines set up by the State Board of Education to calculate the rewards.

The pending rule is being adopted as proposed. The complete text of the proposed rule was published in the January 4, 2006 Idaho Administrative Bulletin, Vol. 06-01, pages 51 and 52.

FISCAL IMPACT: The following is a specific description, if applicable, of any negative fiscal impact on the state general fund greater than ten thousand dollars (\$10,000) during the fiscal year: N/A

ASSISTANCE ON TECHNICAL QUESTIONS: For assistance on technical questions concerning this pending rule, contact Karen Echeverria at (208) 332-1567.

DATED this 10th day of August, 2006.

THIS NOTICE WAS PUBLISHED WITH THE PROPOSED RULE

AUTHORITY: In compliance with Section 67-5221(1), Idaho Code, notice is hereby given that this agency has initiated proposed rulemaking procedures. The action is authorized pursuant to Section 33-105, Idaho Code and Public Law 107-110 ("No Child Left Behind") Section

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**STATE BOARD OF EDUCATION
Rules Governing Thoroughness**

**Docket No. 08-0203-0601
PENDING RULE**

1111.b.3.C.ix.III.

PUBLIC HEARING SCHEDULE: Public hearing(s) concerning this rulemaking will be scheduled if requested in writing by twenty-five (25) persons, a political subdivision, or an agency, not later than January 18, 2006.

The hearing site(s) will be accessible to persons with disabilities. Requests for accommodation must be made not later than five (5) days prior to the hearing, to the agency address below.

DESCRIPTIVE SUMMARY: The following is a nontechnical explanation of the substance and purpose of the proposed rulemaking:

The No Child Left Behind Act requires that states give some type of recognition to schools in addition to making Adequate Yearly Progress (AYP). In 2003, the State Board of Education approved two rewards. Subsequently, greater clarification was added to the rule to more clearly differentiate the two awards.

This proposal amends the rule to give responsibility of calculating rewards to the State Department of Education (SDE). The SDE currently makes all calculations for AYP and can use the same data to calculate the rewards. The SDE follows the guidelines in the State Accountability Plan to calculate AYP and would continue to follow the guidelines set up by the State Board of Education to calculate the rewards.

FEE SUMMARY: The following is a specific description of the fee or charge imposed or increased: N/A

FISCAL IMPACT: The following is a specific description, if applicable, of any negative fiscal impact on the state general fund greater than ten thousand dollars (\$10,000) during the fiscal year resulting from this rulemaking: N/A

NEGOTIATED RULEMAKING: Pursuant to IDAPA 04.11.01.811, negotiated rulemaking was not conducted because the rule is noncontroversial and nature and both the State Board of Education and the State Department of Education have agreed to the amendment.

ASSISTANCE ON TECHNICAL QUESTIONS, SUBMISSION OF WRITTEN COMMENTS: For assistance on technical questions concerning the proposed rule, contact Karen Echeverria at (208) 332-1567.

Anyone may submit written comments regarding this proposed rulemaking. All written comments must be directed to the undersigned and must be delivered on or before January 25, 2006.

DATED this 17th day of October, 2005.

Karen L. Echeverria
Policy and Governmental Affairs Officer
State Board of Education

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**STATE BOARD OF EDUCATION
Rules Governing Thoroughness**

**Docket No. 08-0203-0601
PENDING RULE**

650 West State Street, Room 301
PO Box 83720
Boise, ID 83720-0037
(208) 334-2270
Fax (208) 334-2632

THE FOLLOWING IS THE TEXT OF THE PENDING RULE

113. REWARDS.

01. Distinguished Schools. ~~The State Board of Education~~ A school may be recognized as a “Distinguished Schools” if it is in the top five percent (5%) of schools exceeding the Idaho Adequate Yearly Progress (AYP) intermediate targets listed in Subsection 112.02, of this rule, and if it has significantly ~~reducing~~ reduced the gaps between subgroups listed in Subsection 112.03.d. of this rule. (4-6-05)(____)

02. Additional Yearly Growth (AYG) Award. A ~~S~~schools demonstrating improved proficiency levels of subpopulations or in the aggregate by greater than ten percent (10%) shall be considered to have achieved AYG. ~~The~~ Such school must have achieved Adequate Yearly Progress (AYP) to be eligible for this award. (4-6-05)(____)

03. Determination by State Department of Education. The State Department of Education will determine the schools eligible for the Distinguished School and AYG awards each year based upon the criteria outlined in Subsections 113.01 and 113.02. The State Department of Education will present the schools to be recognized to the State Board of Education no later than the annual October Board Meeting. (____)

EDUCATION COMMITTEE

IDAPA 08 - RULES OF THE STATE BOARD OF EDUCATION

08.02.03 - RULES GOVERNING THOROUGHNESS

DOCKET NO. 08-0203-0602

NOTICE OF RULEMAKING - ADOPTION OF PENDING RULE

EFFECTIVE DATE: This rule has been adopted by the agency and is now pending review by the 2007 Idaho State Legislature for final approval. The pending rule becomes final and effective at the conclusion of the legislative session, unless the rule is approved, rejected, amended or modified by concurrent resolution in accordance with Section 67-5224 and 67-5291, Idaho Code. If the pending rule is approved, amended or modified by concurrent resolution, the rule becomes final and effective upon adoption of the concurrent resolution or upon the date specified in the concurrent resolution.

AUTHORITY: In compliance with Section 67-5224, Idaho Code, notice is hereby given that this agency has adopted a pending rule. The action is authorized pursuant to Sections 33-105, 33-116, 33-118, and 33-1612, Idaho Code.

DESCRIPTIVE SUMMARY: The following is a concise explanatory statement of the reasons for adopting the pending rule and a statement of any change between the text of the proposed rule and the text of the pending rule with an explanation of the reasons for the change.

The Gifted and Talented Programs section of rule (08.02.03.999) was inadvertently deleted when the proposed rule for Idaho Content Standards (08.02.03.004) was drafted. It has been put back in since the Gifted and Talented Programs rule is unrelated to the rule on Idaho Content Standards.

The pending rule is being adopted as amended and noted in the previous paragraph. The complete text of the proposed rule for the Idaho Content Standards with the rule for Gifted and Talented deleted was published in the June 7, 2006 Idaho Administrative Bulletin, Vol. 06-6, pages 59 through 91.

FISCAL IMPACT: The following is a specific description, if applicable, of any negative fiscal impact on the state general fund greater than ten thousand dollars (\$10,000) during the fiscal year: N/A

ASSISTANCE ON TECHNICAL QUESTIONS: For assistance on technical questions concerning this pending rule, contact Dr. Val Schorzman (332-6920) or Dr. Patricia Toney (332-6938).

DATED 15th day of November, 2006.

THIS NOTICE WAS PUBLISHED WITH THE NEGOTIATED RULE

AUTHORITY: In compliance with Section 67-5220(1) and 67-5220(2), Idaho Code, notice is hereby given that this agency intends to promulgate rules and desires public comment prior to initiating formal rulemaking procedures. The action is negotiated rulemaking authorized pursuant

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to Section(s) Section 67-5224 and 67-5291, Idaho Code, and No Child Left Behind.

MEETING SCHEDULE: A public meeting(s) on the negotiated rulemaking will be held as follows:

Input meetings throughout the state are scheduled from November 2005 through January 2006.

Public input has been requested via the State Department of Education website. The deadline to submit input is Jan. 15, 2006. The standards are found on the State Department of Education website: <http://www.sde.state.id.us/dept>

Copies of the standards also may be requested directly from the State Department of Education by calling the public information office at 1 (208) 332-6812.

METHOD OF PARTICIPATION: Persons wishing to participate in the informal negotiated rulemaking must do the following:

1. Attend the negotiated rulemaking meeting and participate in the negotiation process;
2. Provide oral or written recommendations, or both at the negotiated rulemaking meeting
3. Submit written recommendations and input by January 15, 2006 to the address below:
4. <http://www.sde.state.id.us/standards/default.asp>

DESCRIPTIVE SUMMARY: The following is a statement in nontechnical language of the substance and purpose of the intended negotiated rulemaking and the principle issues involved:

Curricular standards in the areas of Reading/Language Arts, Math, Science, Social Studies, Health, Physical Education, and Humanities are included in the Administrative Rules of the State Board of Education. Over the past few years more emphasis has been placed on standards and the alignment of standards to the state assessment in order to meet the intent of the No Child Left Behind Act (NCLB). One of the requirements of NCLB to verify alignment was to have an outside source evaluate the curricular standards to see if there was alignment between the standards and the assessment. HUMRRO was contracted by the Office of the State Board of Education to provide the outside evaluation of this alignment. Their report indicated that there was not a strong alignment between the standards and assessment.

It was recommended by the Technical Advisory Committee of the Board to rewrite the ISAT test blueprint for Reading, Language Usage, Math, and Science to ensure federal compliance and alignment of standards and the ISAT. A new test blueprint is required for the Spring 2006 assessment. Based on the outcomes of the studies and recommendations from OSBE consultants, it was necessary to reorganize and revise the standards and write new test blueprints in order to meet the federal requirements of NCLB. The policy standards demonstrate growth from year to year in each curricular area and the content standards more clearly define for teachers and administrators what students should know and be able to do.

The process will include submitting the notice of intent to promulgate rules, development of a website to gather additional input, revisions to the standards documents based on input,

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submission of a temporary and proposed rule at the February Board meeting.

ASSISTANCE ON TECHNICAL QUESTIONS, SUBMISSION OF WRITTEN COMMENTS, OBTAINING COPIES: For assistance on technical questions concerning this negotiated rulemaking or to obtain a copy of the preliminary draft of the text of the proposed rule (if available), contact Pat White, (208) 332-6890 or Dr. Jana Jones, (208) 332-6810.

Anyone may submit written comments regarding this negotiated rulemaking. All written comments must be directed to the undersigned and must be delivered on or before January 15, 2006.

DATED this 7th day of December, 2005.

THIS NOTICE WAS PUBLISHED WITH THE TEMPORARY RULE

EFFECTIVE DATE: The effective date of the temporary rule is February 23, 2006.

AUTHORITY: In compliance with Section 67-5221(1), Idaho Code, notice is hereby given that this agency has initiated proposed rulemaking procedures. The action is authorized pursuant to Sections 33-105, 33-116, 33-118, and 33-1612, Idaho Code.

DESCRIPTIVE SUMMARY: The following is the required finding and concise statement of the supporting reasons for adopting a temporary rule:

In 1996, the State Board of Education rewrote all of its rules. At that time, and after discussions with legislative leadership and the Legislative Services Office, it was determined that the Achievement Standards should be placed in the rule rather than being incorporated by reference. That decision was made in part because the standards were new. It was also agreed that once the standards were adopted and understood by all school districts, the standards could then be removed from the rule and put into a manual that would be incorporated by reference. The State Board of Education feels that the standards are accepted and understood by school districts, teachers, students, and parents.

The cost to the State Board of Education for maintenance and publication of the standards as part of the rule by the Office of Administrative Rules is approximately \$10,000 per year. By incorporating the document by reference, the State Board of Education will be able to use those funds for other educational purposes. All of the achievement standards will be stricken from the text of the rule and put into a new manual entitled "Idaho Achievement Standards" that will then be adopted and incorporated by reference into the rule.

In an effort to save costs for publication, the Administrative Rules Coordinator has agreed to allow the State Board of Education to publish an abbreviated version of the actual text of the rule. The tables that include the Standards, Knowledge Content and Skills will not be published in this rulemaking but are being completely removed from the text of the rule. The text being removed from these tables will be included in the "Idaho Achievement

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Standards” manual that is proposed for incorporation by reference in this docket.

Curricular standards in the areas of Reading/Language Arts, Math, Science, Social Studies, Health, Physical Education, and Humanities are included in the Administrative Rules of the State Board of Education. Over the past few years more emphasis has been placed on standards and the alignment of standards to the state assessment in order to meet the intent of the No Child Left Behind Act (NCLB). One of the requirements of NCLB to verify alignment was to have an outside source evaluate the curricular standards to see if there was alignment between the standards and the assessment. HUMRRO was contracted by the Office of the State Board of Education (OSBE) to provide the outside evaluation of this alignment. Their report indicated that there was not a strong alignment between the standards and assessment.

Based on the outcomes of the studies and recommendations from OSBE consultants, it was necessary to reorganize and revise the standards in order to meet the federal requirements of NCLB. The policy standards demonstrate growth from year to year in each curricular area and the content standards more clearly define for teachers and administrators what students should know and be able to do.

The process included submitting the notice of intent to promulgate rules, development of a website to gather additional input, revisions to the standards documents based on input, and the submission of a temporary rule at the February State Board of Education meeting.

TEMPORARY RULE JUSTIFICATION: Pursuant to Section(s) 67-5226(1), Idaho Code, the Governor has found that temporary adoption of the rule is appropriate for the following reasons:

Compliance with deadline in amendments to governing law or federal programs.

FEE SUMMARY: Pursuant to Section 67-5226(2), the Governor has found that the fee or charge being imposed or increased is justified and necessary to avoid immediate danger and the fee is described herein: N/A

FISCAL IMPACT: The following is a specific description, if applicable, of any negative fiscal impact on the state general fund greater than ten thousand dollars (\$10,000) during the fiscal year: N/A

NEGOTIATED RULEMAKING: Pursuant to IDAPA 04.11.01.811, negotiated rulemaking was not conducted because the rulemaking is non-controversial in nature.

ASSISTANCE ON TECHNICAL QUESTIONS, SUBMISSION OF WRITTEN COMMENTS: For assistance on technical questions concerning the temporary rule, contact Karen Echeverria at (208) 332-1567.

DATED this 9th day of March, 2006.

EDUCATION COMMITTEE

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PENDING RULE**

THIS NOTICE WAS PUBLISHED WITH THE PROPOSED RULE

AUTHORITY: In compliance with Section 67-5221(1), Idaho Code, notice is hereby given that this agency has initiated proposed rulemaking procedures. The action is authorized pursuant to Sections 33-105, 33-116, 33-118, and 33-1612, Idaho Code.

PUBLIC HEARING SCHEDULE: Public hearing(s) concerning this rulemaking will be held as follows:

**June 20, 2006 from 7:00-9:00 p.m. Mountain Time
In the Joe R. William Building, East Conference Room
700 W. State St., Boise, Idaho**

Individuals unable to be present in person will have the opportunity to make comments by telephoning into the public hearing:

**Dial-in number: 800-432-0355 (access code: 0120199); or
Via the State Department of Education website: <http://www.sde.state.id.us/dept>**

The hearing site(s) will be accessible to persons with disabilities. Requests for accommodation must be made not later than five (5) days prior to the hearing, to the agency address below.

DESCRIPTIVE SUMMARY: The following is a nontechnical explanation of the substance and purpose of the proposed rulemaking:

In 1996, the State Board of Education rewrote all of its rules. At that time, and after discussions with legislative leadership and the Legislative Services Office, it was determined that the Content Standards should be placed in the rule rather than being incorporated by reference. That decision was made in part because the standards were new. It was also agreed that once the standards were adopted and understood by all school districts, the standards could then be removed from the rule and put into a manual that would be incorporated by reference. The State Board of Education feels that the standards are accepted and understood by school districts, teachers, students, and parents.

The cost to the State Board of Education for maintenance and publication of the standards as part of the rule by the Office of Administrative Rules is approximately \$10,000 per year. By incorporating the document by reference, the State Board of Education will be able to use those funds for other educational purposes. All of the content standards will be stricken from the text of the rule and put into a new manual entitled "Idaho Content Standards" that will then be adopted and incorporated by reference into the rule.

In an effort to save costs for publication, the Administrative Rules Coordinator has agreed to allow the State Board of Education to publish an abbreviated version of the actual text of the rule. The tables that include the Standards, Knowledge Content, and Skills will not be published in this rulemaking, but are being completely removed from the text of the rule. The text being removed from these tables will be included in the "Idaho Content Standards" manual that is proposed for incorporation by reference in this docket.

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Content standards in the areas of Reading/Language Arts, Math, Science, Social Studies, Health, Physical Education, and Humanities are included in the Administrative Rules of the State Board of Education. Over the past few years more emphasis has been placed on standards and the alignment of standards to the state assessment to meet the intent of the No Child Left Behind Act (NCLB). One of the requirements of NCLB to verify alignment was to have an outside source evaluate the content standards to determine if there was alignment between the standards and the assessment. HUMRRO was contracted by the Office of the State Board of Education (OSBE) to provide the outside evaluation of this alignment. Its report indicated that there was not a strong alignment between the standards and assessment.

Based on the outcomes of the studies and recommendations from OSBE consultants, it was necessary to reorganize and revise the standards to meet the federal requirements of NCLB. The policy standards demonstrate growth from year to year in each curricular area and the content standards more clearly define for teachers and administrators what students should know and be able to do. The process included submitting the notice of intent to promulgate rules, development of a website to gather additional input, revisions to the standards documents based on input, and the submission of a temporary rule at the February State Board of Education meeting.

FEE SUMMARY: The following is a specific description of the fee or charge imposed or increased: N/A

FISCAL IMPACT: The following is a specific description, if applicable, of any negative fiscal impact on the state general fund greater than ten thousand dollars (\$10,000) during the fiscal year as a result of this rulemaking: N/A

NEGOTIATED RULEMAKING: Pursuant to IDAPA 04.11.01.811, negotiated rulemaking was not conducted because groups of content area specialists developed grade level policy standards statements and reorganized and revised the curricular standards that were in board rule.

ASSISTANCE ON TECHNICAL QUESTIONS, SUBMISSION OF WRITTEN COMMENTS: For assistance on technical questions concerning the proposed rule, contact Pat White, (208) 332-6890 or Dr. Jana Jones, (208) 332-6810.

Anyone may submit written comments regarding this proposed rulemaking. All written comments must be directed to the undersigned and must be delivered on or before June 28, 2006.

DATED this 3rd day of May, 2006.

Karen Echeverria
Chief Administration and Governmental Affairs Officer
Idaho State Board of Education
650 W. State Street
PO Box 83720, Boise, Idaho 83720-0027

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Phone: (208) 332-1567 Fax: (208) 334-2632

THE FOLLOWING IS THE TEXT OF THE PENDING RULE

004. INCORPORATION BY REFERENCE.

~~There are no documents incorporated by reference into this rule.~~ The following documents are incorporated into this rule: ~~(3-15-02)~~()

01. The Idaho Content Standards. The Idaho Content Standards as adopted by the State Board of Education on October 17, 2005. Copies of the document can be found on the State Board of Education website at www.idahoboardofed.org. ()

(BREAK IN CONTINUITY OF SECTIONS)

217. -- 9998. (RESERVED).

999. GIFTED AND TALENTED PROGRAMS.

01. Definitions. The following definitions apply only to Section 999 of these rules. ()

a. Department. State Department of Education. ()

b. District. Local school district. ()

c. Gifted/talented children. Those students who are identified as possessing demonstrated or potential abilities that give evidence of high performing capabilities in intellectual, creative, specific academic or leadership areas, or ability in the performing or visual arts and who require services or activities not ordinarily provided by the school in order to fully develop such capabilities Section 33-2001, Idaho Code. ()

d. Governing gifted and talented educational requirements. Sections 33-201, 33-2001, 33-2003, Idaho Code. ()

02. Legal Compliance. The State Department of Education and districts shall comply with all governing gifted and talented education requirements. ()

03. District Plan. Each school district shall develop and write a plan for its gifted and talented program. The plan shall be submitted to the Department no later than October 15, 2001. The plan shall be updated and submitted every three (3) years thereafter and shall include: ()

a. Philosophy statement. ()

b. Definition of giftedness. ()

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c. Program goals. ()

d. Program options. ()

e. Identification procedures. ()

f. Program evaluation. ()

04. Screening. The district's process for identifying gifted and talented students shall include the following steps: ()

a. The district shall screen all potentially gifted and talented students to ensure they have an opportunity to be considered; and ()

b. The district shall assess those students meeting the screening criteria and gather additional information concerning their specific aptitudes and educational needs; and ()

c. The district shall match student needs with appropriate program options. ()

05. Assessment. Placement decisions shall not be determined by a single criterion (for instance, test scores, other measurement, teacher recommendation, or nomination). The district's identification process shall use multiple indicators of giftedness with information obtained through the following methods and sources: ()

a. Procedures for obtaining information about students shall include formal assessment methods, such as group and individual tests of achievement, general ability, specific aptitudes and creativity. ()

b. Procedures for obtaining information about students shall also include informal assessment methods, such as checklists, rating scales, pupil product evaluations, observations, nominations, biographical data, questionnaires, interviews and grades. ()

c. Information about students shall be obtained from multiple sources, such as teachers, counselors, peers, parents, community members, subject area experts, and the students themselves. ()

06. Administration. The district shall designate a certificated staff person to be responsible for development, supervision, and implementation of the gifted and talented program. ()

Editor's Note: In the following Sections 255 through 993, the various "Content Standards Tables" that are part of the existing codified text of IDAPA 08.02.03 are being deleted in this rulemaking but are not being reprinted and struck out here. Where the text "(STANDARDS TABLE DELETED)" appears in this rulemaking docket, the existing table has been deleted and is being incorporated by reference (see Section 004 of this rule) into the Idaho Achievement Standards by the State Board of Education.

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~~255. MATHEMATICS STANDARDS.~~

The language of mathematics is a powerful tool for exploring, explaining, and understanding the universe. Proficiency in using mathematics is vital to citizens of an increasingly technological society. When students exit high school they will be able to use mathematics to solve problems in real-world situations. Students will apply mathematics across disciplines, using appropriate technology in applying and communicating their strategies and solutions. Appropriate technology may include paper and pencil, graph paper, simple calculators, graphing calculators, computers and spreadsheets, or specialized software. A glossary of mathematical terms can be found in Section 216. (3-15-02)

~~256. MATHEMATICS STANDARDS — GRADE KINDERGARTEN, SECTIONS 257 THROUGH 263.~~

~~257. BASIC ARITHMETIC, ESTIMATION, AND ACCURATE COMPUTATIONS.~~

Rationale: An understanding of numbers and how they are used is necessary in the everyday world. Computational skills and procedures should be developed in context so the learner perceives them as tools for solving problems. (Standards Table Deleted) (3-15-02)

~~258. MATHEMATICAL REASONING AND PROBLEM SOLVING.~~

Rationale: These processes are essential to all mathematics and must be incorporated in all other mathematics standards. (Standards Table Deleted) (3-15-02)

~~259. CONCEPTS AND PRINCIPLES OF MEASUREMENT.~~

Rationale: The first step in scientific investigation is to understand the measurable attributes of objects. (Standards Table Deleted) (3-15-02)

~~260. CONCEPTS AND LANGUAGE OF ALGEBRA.~~

Rationale: Algebra is the language of mathematics and science. Through the use of variables and operations, algebra allows students to form abstract models from contextual information. (Standards Table Deleted) (3-15-02)

~~261. CONCEPTS AND PRINCIPLES OF GEOMETRY.~~

Rationale: The study of geometry helps students represent and make sense of the world by discovering relationships and developing spatial sense. (Standards Table Deleted) (3-15-02)

~~262. DATA ANALYSIS, PROBABILITY, AND STATISTICS.~~

Rationale: With society's expanding use of data for prediction and decision making, it is important that students develop an understanding of the concepts and processes used in analyzing data. (Standards Table Deleted) (3-15-02)

~~263. FUNCTIONS AND MATHEMATICAL MODELS.~~

Rationale: One (1) of the central themes of mathematics is the study of patterns, relationships, and functions. Exploring patterns helps students develop mathematical power. (Standards Table Deleted) (3-15-02)

~~264.—265. (RESERVED).~~

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~~266. MATHEMATICS STANDARDS – GRADE 1, SECTIONS 267 THROUGH 273.~~

~~267. BASIC ARITHMETIC, ESTIMATION, AND ACCURATE COMPUTATIONS.~~

Rationale: An understanding of numbers and how they are used is necessary in the everyday world. Computational skill and procedures should be developed in context so the learner perceives them as tools for solving problems. (Standards Table Deleted) (3-15-02)

~~268. MATHEMATICAL REASONING AND PROBLEM SOLVING.~~

Rationale: These processes are essential to all mathematics and must be incorporated in all other mathematics standards. (Standards Table Deleted) (3-15-02)

~~269. CONCEPTS AND PRINCIPLES OF MEASUREMENT.~~

Rationale: The first step in scientific investigation is to understand the measurable attributes of objects. (Standards Table Deleted) (3-15-02)

~~270. CONCEPTS AND LANGUAGE OF ALGEBRA.~~

Rationale: Algebra is the language of mathematics and science. Through the use of variables and operations, algebra allows students to form abstract models from contextual information. (Standards Table Deleted) (3-15-02)

~~271. CONCEPTS AND PRINCIPLES OF GEOMETRY.~~

Rationale: The study of geometry helps students represent and make sense of the world by discovering relationships and developing spatial sense. (Standards Table Deleted) (3-15-02)

~~272. DATA ANALYSIS, PROBABILITY, AND STATISTICS.~~

Rationale: With society's expanding use of data for prediction and decision making, it is important that students develop an understanding of the concepts and processes used in analyzing data. (Standards Table Deleted) (3-15-02)

~~273. FUNCTIONS AND MATHEMATICAL MODELS.~~

Rationale: One of the central themes of mathematics is the study of patterns, relationships, and functions. Exploring patterns helps students develop mathematical power. (Standards Table Deleted) (3-15-02)

~~274.—275. (RESERVED).~~

~~276. MATHEMATICS STANDARDS – GRADE 2, SECTIONS 277 THROUGH 283.~~

~~277. BASIC ARITHMETIC, ESTIMATION, AND ACCURATE COMPUTATIONS.~~

Rationale: An understanding of numbers and how they are used is necessary in the everyday world. Computational skills and procedures should be developed in context so the learner perceives them as tools for solving problems. (Standards Table Deleted) (3-15-02)

~~278. MATHEMATICAL REASONING AND PROBLEM SOLVING.~~

Rationale: These processes are essential to all mathematics and must be incorporated in all other mathematics standards. (Standards Table Deleted) (3-15-02)

~~279. CONCEPTS AND PRINCIPLES OF MEASUREMENT.~~

Rationale: The first step in scientific investigation is to understand the measurable attributes of

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~~objects. (Standards Table Deleted) (3-15-02)~~

~~280. CONCEPTS AND LANGUAGE OF ALGEBRA.~~

~~Rationale: Algebra is the language of mathematics and science. Through the use of variables and operations, algebra allows students to form abstract models from contextual information. (Standards Table Deleted) (3-15-02)~~

~~281. CONCEPTS AND PRINCIPLES OF GEOMETRY.~~

~~Rationale: The study of geometry helps students represent and make sense of the world by discovering relationships and developing spatial sense. (Standards Table Deleted) (3-15-02)~~

~~282. DATA ANALYSIS, PROBABILITY, AND STATISTICS.~~

~~Rationale: With society's expanding use of data for prediction and decision making, it is important that students develop an understanding of the concepts and processes used in analyzing data. (Standards Table Deleted) (3-15-02)~~

~~283. FUNCTIONS AND MATHEMATICAL MODELS.~~

~~Rationale: One (1) of the central themes of mathematics is the study of patterns, relationships, and functions. Exploring patterns helps students develop mathematical power. (Standards Table Deleted) (3-15-02)~~

~~284.—285. (RESERVED).~~

~~286. MATHEMATICS STANDARDS—GRADE 3, SECTIONS 287 THROUGH 293.~~

~~287. BASIC ARITHMETIC, ESTIMATION, AND ACCURATE COMPUTATIONS.~~

~~Rationale: An understanding of numbers and how they are used is necessary in the everyday world. Computational skills and procedures should be developed in context so the learner perceives them as tools for solving problems. (Standards Table Deleted) (3-15-02)~~

~~288. MATHEMATICAL REASONING AND PROBLEM SOLVING.~~

~~Rationale: These processes are essential to all mathematics and must be incorporated in all other mathematics standards. (Standards Table Deleted) (3-15-02)~~

~~289. CONCEPTS AND PRINCIPLES OF MEASUREMENT.~~

~~Rationale: The first step in scientific investigation is to understand the measurable attributes of objects. (Standards Table Deleted) (3-15-02)~~

~~290. CONCEPTS AND LANGUAGE OF ALGEBRA.~~

~~Rationale: Algebra is the language of mathematics and science. Through the use of variables and operations, algebra allows students to form abstract models from contextual information. (Standards Table Deleted) (3-15-02)~~

~~291. CONCEPTS AND PRINCIPLES OF GEOMETRY.~~

~~Rationale: The study of geometry helps students represent and make sense of the world by discovering relationships and developing spatial sense. (Standards Table Deleted) (3-15-02)~~

~~292. DATA ANALYSIS, PROBABILITY, AND STATISTICS.~~

~~Rationale: With society's expanding use of data for prediction and decision making, it is~~

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important that students develop an understanding of the concepts and processes used in analyzing data. (Standards Table Deleted) (3-15-02)

~~293. FUNCTIONS AND MATHEMATICAL MODELS.~~

Rationale: One (1) of the central themes of mathematics is the study of patterns, relationships, and functions. Exploring patterns helps students develop mathematical power.
(Standards Table Deleted) (3-15-02)

~~294.—295. (RESERVED).~~

~~296. MATHEMATICS STANDARDS—GRADE 4, SECTIONS 297 THROUGH 303.~~

~~297. BASIC ARITHMETIC, ESTIMATION, AND ACCURATE COMPUTATIONS.~~

Rationale: An understanding of numbers and how they are used is necessary in the everyday world. Computational skills and procedures should be developed in context so the learner perceives them as tools for solving problems. (Standards Table Deleted) (3-15-02)

~~298. MATHEMATICAL REASONING AND PROBLEM SOLVING.~~

Rationale: These processes are essential to all mathematics and must be incorporated in all other mathematics standards. (Standards Table Deleted) (3-15-02)

~~299. CONCEPTS AND PRINCIPLES OF MEASUREMENT.~~

Rationale: The first step in scientific investigation is to understand the measurable attributes of objects. (Standards Table Deleted) (3-15-02)

~~300. CONCEPTS AND LANGUAGE OF ALGEBRA.~~

Rationale: Algebra is the language of mathematics and science. Through the use of variables and operations, algebra allows students to form abstract models from contextual information.
(Standards Table Deleted) (3-15-02)

~~301. CONCEPTS AND PRINCIPLES OF GEOMETRY.~~

Rationale: The study of geometry helps students represent and make sense of the world by discovering relationships and developing spatial sense. (Standards Table Deleted) (3-15-02)

~~302. DATA ANALYSIS, PROBABILITY, AND STATISTICS.~~

Rationale: With society's expanding use of data for prediction and decision making, it is important that students develop an understanding of the concepts and processes used in analyzing data. (Standards Table Deleted) (3-15-02)

~~303. FUNCTIONS AND MATHEMATICAL MODELS.~~

Rationale: One (1) of the central themes of mathematics is the study of patterns, relationships, and functions. Exploring patterns helps students develop mathematical power.
(Standards Table Deleted) (3-15-02)

~~304.—305. (RESERVED).~~

~~306. MATHEMATICS STANDARDS—GRADE 5, SECTIONS 307 THROUGH 313.~~

~~307. BASIC ARITHMETIC, ESTIMATION, AND ACCURATE COMPUTATIONS.~~

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Rationale: An understanding of numbers and how they are used is necessary in the everyday world. Computational skills and procedures should be developed in context so the learner perceives them as tools for solving problems. (Standards Table Deleted) (3-15-02)

~~308. MATHEMATICAL REASONING AND PROBLEM SOLVING.~~

Rationale: These processes are essential to all mathematics and must be incorporated in all other mathematics standards. (Standards Table Deleted) (3-15-02)

~~309. CONCEPTS AND PRINCIPLES OF MEASUREMENT.~~

Rationale: The step in scientific investigation is understanding the measurable attributes of objects. (Standards Table Deleted) (3-15-02)

~~310. CONCEPTS AND LANGUAGE OF ALGEBRA.~~

Rationale: Algebra is the language of mathematics and science. Through the use of variables and operations, algebra allows students to form abstract models from contextual information. (Standards Table Deleted) (3-15-02)

~~311. CONCEPTS AND PRINCIPLES OF GEOMETRY.~~

Rationale: The study of geometry helps students represent and make sense of the world by discovering relationships and developing spatial sense. (Standards Table Deleted) (3-15-02)

~~312. DATA ANALYSIS, PROBABILITY AND STATISTICS.~~

Rationale: With society's expanding use of data for prediction and decision-making, it is important that students develop an understanding of the concepts and processes used in analyzing data. (Standards Table Deleted) (3-15-02)

~~313. FUNCTIONS AND MATHEMATICAL MODELS.~~

Rationale: One of the central themes of mathematics is the study of patterns, relationships, and functions. Exploring patterns helps students develop mathematical power. (Standards Table Deleted) (3-15-02)

~~314.—315. (RESERVED).~~

~~316. MATHEMATICS STANDARDS—GRADE 6, SECTIONS 317 THROUGH 323.~~

~~317. BASIC ARITHMETIC, ESTIMATION, AND ACCURATE COMPUTATIONS.~~

Rationale: An understanding of numbers and how they are used is necessary in the everyday world. Computational skills and procedures should be developed in context so the learner perceives them as tools for solving problems. (Standards Table Deleted) (3-15-02)

~~318. MATHEMATICAL REASONING AND PROBLEM SOLVING.~~

Rationale: These processes are essential to all mathematics and must be incorporated in all other mathematics standards. (Standards Table Deleted) (3-15-02)

~~319. CONCEPTS AND PRINCIPLES OF MEASUREMENT.~~

Rationale: The first step in scientific investigation is understanding the measurable attributes of objects. (Standards Table Deleted) (3-15-02)

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~~320. CONCEPTS AND LANGUAGE OF ALGEBRA.~~

Rationale: Algebra is the language of mathematics and science. Through the use of variables and operations, algebra allows students to form abstract models from contextual information.
(Standards Table Deleted) (3-15-02)

~~321. CONCEPTS AND PRINCIPLES OF GEOMETRY.~~

Rationale: The study of geometry helps students represent and make sense of the world by discovering relationships and developing spatial sense. (Standards Table Deleted) (3-15-02)

~~322. DATA ANALYSIS, PROBABILITY AND STATISTICS.~~

Rationale: With society's expanding use of data for prediction and decision making, it is important that students develop an understanding of the concepts and processes used in analyzing data. (Standards Table Deleted) (3-15-02)

~~323. FUNCTIONS AND MATHEMATICAL MODELS.~~

Rationale: One of the central themes of mathematics is the study of patterns, relationships, and functions. Exploring patterns helps students develop mathematical power.
(Standards Table Deleted) (3-15-02)

~~324.—325. (RESERVED).~~

~~326. MATHEMATICS STANDARDS—GRADE 7, SECTIONS 327 THROUGH 333.~~

~~327. BASIC ARITHMETIC, ESTIMATION, AND ACCURATE COMPUTATIONS.~~

Rationale: An understanding of numbers and how they are used is necessary in the everyday world. Computational skills and procedures should be developed in context so the learner perceives them as tools for solving problems. (Standards Table Deleted) (3-15-02)

~~328. MATHEMATICAL REASONING AND PROBLEM SOLVING.~~

Rationale: These processes are essential to all mathematics and must be incorporated in all other mathematics standards. (Standards Table Deleted) (3-15-02)

~~329. CONCEPTS AND PRINCIPLES OF MEASUREMENT.~~

Rationale: The first step in scientific investigation is understanding the measurable attributes of objects. (Standards Table Deleted) (3-15-02)

~~330. CONCEPTS AND LANGUAGE OF ALGEBRA.~~

Rationale: Algebra is the language of mathematics and science. Through the use of variables and operations, algebra allows students to form abstract models from contextual information.
(Standards Table Deleted) (3-15-02)

~~331. CONCEPTS AND PRINCIPLES OF GEOMETRY.~~

Rationale: The study of geometry helps students represent and make sense of the world by discovering relationships and developing spatial sense. (Standards Table Deleted) (3-15-02)

~~332. DATA ANALYSIS, PROBABILITY AND STATISTICS.~~

Rationale: With society's expanding use of data for prediction and decision-making, it is important that students develop an understanding of the concepts and processes used in analyzing data. (Standards Table Deleted) (3-15-02)

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~~333. FUNCTIONS AND MATHEMATICAL MODELS.~~

Rationale: One of the central themes of mathematics is the study of patterns, relationships, and functions. Exploring patterns helps students develop mathematical power.
(Standards Table Deleted) (3-15-02)

~~334.—335. (RESERVED).~~

~~336. MATHEMATICS STANDARDS—GRADE 8, SECTIONS 337 THROUGH 343.~~

~~337. BASIC ARITHMETIC, ESTIMATION, AND ACCURATE COMPUTATIONS.~~

Rationale: An understanding of numbers and how they are used is necessary in the everyday world. Computational skills and procedures should be developed in context so the learner perceives them as tools for solving problems. (Standards Table Deleted) (3-15-02)

~~338. MATHEMATICAL REASONING AND PROBLEM SOLVING.~~

Rationale: These processes are essential to all mathematics and must be incorporated in all other mathematics standards. (Standards Table Deleted) (3-15-02)

~~339. CONCEPTS AND PRINCIPLES OF MEASUREMENT.~~

Rationale: The first step in scientific investigation is understanding the measurable attributes of objects. (Standards Table Deleted) (3-15-02)

~~340. CONCEPTS AND LANGUAGE OF ALGEBRA.~~

Rationale: Algebra is the language of mathematics and science. Through the use of variables and operations, algebra allows students to form abstract models from contextual information.
(Standards Table Deleted) (3-15-02)

~~341. CONCEPTS AND PRINCIPLES OF GEOMETRY.~~

Rationale: The study of geometry helps students represent and make sense of the world by discovering relationships and developing spatial sense. (Standards Table Deleted) (3-15-02)

~~342. DATA ANALYSIS, PROBABILITY AND STATISTICS.~~

Rationale: With society's expanding use of data for prediction and decision-making, it is important that students develop an understanding of the concepts and processes used in analyzing data. (Standards Table Deleted) (3-15-02)

~~343. FUNCTIONS AND MATHEMATICAL MODELS.~~

Rationale: One of the central themes of mathematics is the study of patterns, relationships, and functions. Exploring patterns helps students develop mathematical power.
(Standards Table Deleted) (3-15-02)

~~344.—345. (RESERVED).~~

~~346. MATHEMATICS STANDARDS—GRADES 9 THROUGH 12, SECTIONS 347 THROUGH 353.~~

~~347. BASIC ARITHMETIC, ESTIMATION, AND ACCURATE COMPUTATIONS.~~

(Standards Table Deleted) (3-15-02)

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~~348. MATHEMATICAL REASONING AND PROBLEM SOLVING.~~
(Standards Table Deleted) (3-15-02)

~~349. CONCEPTS AND PRINCIPLES OF MEASUREMENT.~~
(Standards Table Deleted) (3-15-02)

~~350. CONCEPTS AND LANGUAGE OF ALGEBRA.~~
(Standards Table Deleted) (3-15-02)

~~351. CONCEPTS AND PRINCIPLES OF GEOMETRY.~~
(Standards Table Deleted) (3-15-02)

~~352. DATA ANALYSIS, PROBABILITY, AND STATISTICS.~~
(Standards Table Deleted) (3-15-02)

~~353. FUNCTIONS AND MATHEMATICAL MODELS.~~
(Standards Table Deleted) (4-5-00)

~~354.—363. (RESERVED).~~

~~364. SOCIAL STUDIES STANDARDS.~~
Standards for Critical Thinking and Analytical Skills as well as standards for Evolution of Democracy are listed separately and intended to apply to all social studies courses. (3-15-02)

~~01. U.S. History.~~ *These United States History standards, organized thematically, are based on the assumption and expectation that knowledge of history is a precondition of political intelligence. Without historical literacy, our students have no understanding of the past as it relates to the present and shapes the future. The key skills and knowledge students must acquire and develop in U. S. History include: the understanding that history as a discipline in a democratic society is based on the Jeffersonian principle that the most effective means to prevent the perversion of power into tyranny is to maintain an educated population; an understanding that history is an interaction between the events of the past and the perspectives of the present; an understanding that history requires the critical analysis of cause and effect and the organization of events both chronologically and thematically; and an understanding that history is created by people making decisions in the face of a variety of factors including, but not limited to, considerations of geography, politics, economics, and culture.* (3-15-02)

~~02. Government/Civics.~~ *The goal of education in government and civics is informed, responsible participation in political life by competent citizens committed to the fundamental values and principles upon which American society is based. Ultimately, a free society must rely on the knowledge, skills, and virtue of its citizens and those elected to public office. Civic education, therefore, is essential to the preservation and improvement of American representative government.* (3-15-02)

~~"I know of no safe depository of the ultimate powers of the society but the people themselves; and if we think them not enlightened enough to exercise their control with a wholesome discretion, the remedy is not to take it from them, but to inform their discretion."~~
Thomas Jefferson (1820). (3-15-02)

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~~03. **Economics.** The elements of economics transcend several disciplines of study. The analytical study of the unique issues of economics will enable students to understand and appreciate the forces that affect them every day -- at home, in the workplace, in the boardroom, and in the halls of government. The key skills students must develop in economics include: an ability to identify and analyze domestic and global economic problems and alternatives; collect, quantify and organize economic evidence; compare benefits and costs; recognize the essential structure of business; and investigate the consequences of change in economic conditions and public policies. The skills learned in economics will allow students to recognize their multiple roles as consumers, business people, and workers, enabling them to reason logically and to avoid the common errors made by individuals who do not understand sound economic principles and responsible personal financial management.~~ (3-15-02)

~~365. **SOCIAL STUDIES STANDARDS -- GRADE KINDERGARTEN, SECTIONS 366 THROUGH 378.**~~

~~366. **CRITICAL THINKING AND ANALYTICAL SKILLS.**~~
(Standards Table Deleted) (3-15-02)

~~367. **EVOLUTION OF DEMOCRACY.**~~
Evolution of Democracy standards do not apply at this grade level. (3-15-02)

~~368. **EXPLORATION AND EXPANSION.**~~
Exploration and Expansion standards do not apply at this grade level. (3-15-02)

~~369. **MIGRATION AND IMMIGRATION.**~~
Migration and Immigration standards do not apply at this grade level. (3-15-02)

~~370. **POLITICAL, SOCIAL, AND ECONOMIC RESPONSE TO INDUSTRIALIZATION AND TECHNOLOGICAL INNOVATION.**~~
(Standards Table Deleted) (3-15-02)

~~371. **INTERNATIONAL RELATIONS AND CONFLICTS.**~~
(Standards Table Deleted) (3-15-02)

~~372. **CULTURAL AND SOCIAL DEVELOPMENT.**~~
(Standards Table Deleted) (3-15-02)

~~373. **FOUNDATIONS OF THE AMERICAN POLITICAL SYSTEM.**~~
(Standards Table Deleted) (3-15-02)

~~374. **ORGANIZATION AND FORMATION OF THE AMERICAN SYSTEM OF GOVERNMENT.**~~
(Standards Table Deleted) (3-15-02)

~~375. **CITIZEN RESPONSIBILITIES AND RIGHTS.**~~
(Standards Table Deleted) (3-15-02)

~~376. **ECONOMIC FUNDAMENTALS.**~~

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(Standards Table Deleted) (3-15-02)

~~377. ECONOMIC INFLUENCES.~~

~~Economic Influences standards do not apply at this grade level.~~ (Standards Table Deleted)
(3-15-02)

~~378. GEOGRAPHY.~~

(Standards Table Deleted) (3-15-02)

~~379.—380. (RESERVED).~~

~~381. SOCIAL STUDIES STANDARDS—GRADE 1, SECTIONS 382 THROUGH 394.~~

~~382. CRITICAL THINKING AND ANALYTICAL SKILLS.~~

(Standards Table Deleted) (3-15-02)

~~383. EVOLUTION OF DEMOCRACY.~~

~~EVOLUTION OF DEMOCRACY STANDARDS DO NOT APPLY AT THIS GRADE LEVEL.~~
(Standards Table Deleted) (3-15-02)

~~384. EXPLORATION AND EXPANSION.~~

(Standards Table Deleted) (3-15-02)

~~385. MIGRATION AND IMMIGRATION.~~

(Standards Table Deleted) (3-15-02)

**~~386. POLITICAL, SOCIAL, AND ECONOMIC RESPONSE TO INDUSTRIALIZATION
AND TECHNOLOGICAL INNOVATION.~~**

(Standards Table Deleted) (3-15-02)

~~387. INTERNATIONAL RELATIONS AND CONFLICTS.~~

(Standards Table Deleted) (3-15-02)

~~388. CULTURAL AND SOCIAL DEVELOPMENT.~~

(Standards Table Deleted) (3-15-02)

~~389. FOUNDATIONS OF THE AMERICAN POLITICAL SYSTEM.~~

(Standards Table Deleted) (3-15-02)

**~~390. ORGANIZATION AND FORMATION OF THE AMERICAN SYSTEM OF
GOVERNMENT.~~**

(Standards Table Deleted) (3-15-02)

~~391. CITIZEN RESPONSIBILITIES AND RIGHTS.~~

(Standards Table Deleted) (3-15-02)

~~392. ECONOMIC FUNDAMENTALS.~~

(Standards Table Deleted) (3-15-02)

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~~393. ECONOMIC INFLUENCES.~~

~~Economic Influences standards do not apply at this grade level.~~

(Standards Table Deleted)

~~(3-15-02)~~

~~394. GEOGRAPHY.~~

(Standards Table Deleted)

~~(3-15-02)~~

~~395. — 396. (RESERVED).~~

~~397. SOCIAL STUDIES STANDARDS — GRADE 2, SECTIONS 398 THROUGH 410.~~

~~398. CRITICAL THINKING AND ANALYTICAL SKILLS.~~

(Standards Table Deleted)

~~(3-15-02)~~

~~399. EVOLUTION OF DEMOCRACY.~~

~~Evolution of Democracy standards do not apply at this grade level.~~

~~(3-15-02)~~

~~400. EXPLORATION AND EXPANSION.~~

(Standards Table Deleted)

~~(3-15-02)~~

~~401. MIGRATION AND IMMIGRATION.~~

(Standards Table Deleted)

~~(3-15-02)~~

**~~402. POLITICAL, SOCIAL, AND ECONOMIC RESPONSE TO INDUSTRIALIZATION
AND TECHNOLOGICAL INNOVATION.~~**

(Standards Table Deleted)

~~(3-15-02)~~

~~403. INTERNATIONAL RELATIONS AND CONFLICTS.~~

(Standards Table Deleted)

~~(3-15-02)~~

~~404. CULTURAL AND SOCIAL DEVELOPMENT.~~

(Standards Table Deleted)

~~(3-15-02)~~

~~405. FOUNDATIONS OF THE AMERICAN POLITICAL SYSTEM.~~

(Standards Table Deleted)

~~(3-15-02)~~

**~~406. ORGANIZATION AND FORMATION OF THE AMERICAN SYSTEM OF
GOVERNMENT.~~**

(Standards Table Deleted)

~~(3-15-02)~~

~~407. CITIZEN RESPONSIBILITIES AND RIGHTS.~~

(Standards Table Deleted)

~~(3-15-02)~~

~~408. ECONOMIC FUNDAMENTALS.~~

(Standards Table Deleted)

~~(3-15-02)~~

~~409. ECONOMIC INFLUENCES.~~

(Standards Table Deleted)

~~(3-15-02)~~

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~~410. GEOGRAPHY.~~
(Standards Table Deleted) ~~(3-15-02)~~

~~411.—412. (RESERVED).~~

~~413. SOCIAL STUDIES STANDARDS—GRADE 3, SECTIONS 414 THROUGH 426.~~

~~414. CRITICAL THINKING AND ANALYTICAL SKILLS.~~
(Standards Table Deleted) ~~(3-15-02)~~

~~415. EVOLUTION OF DEMOCRACY.~~
(Standards Table Deleted) ~~(3-15-02)~~

(Standards Table Deleted) ~~(3-15-02)~~

~~417. MIGRATION AND IMMIGRATION.~~
(Standards Table Deleted) ~~(3-15-02)~~

~~418. POLITICAL, SOCIAL, AND ECONOMIC RESPONSE TO INDUSTRIALIZATION
AND TECHNOLOGICAL INNOVATION.~~
(Standards Table Deleted) ~~(3-15-02)~~

~~419. INTERNATIONAL RELATIONS AND CONFLICTS.~~
(Standards Table Deleted) ~~(3-15-02)~~

~~420. CULTURAL AND SOCIAL DEVELOPMENT.~~
(Standards Table Deleted) ~~(3-15-02)~~

~~421. FOUNDATIONS OF THE AMERICAN POLITICAL SYSTEM.~~
(Standards Table Deleted) ~~(3-15-02)~~

~~422. ORGANIZATION AND FORMATION OF THE AMERICAN SYSTEM OF
GOVERNMENT.~~
(Standards Table Deleted) ~~(3-15-02)~~

~~423. CITIZEN RESPONSIBILITIES AND RIGHTS.~~
(Standards Table Deleted) ~~(3-15-02)~~

~~424. ECONOMIC FUNDAMENTALS.~~
(Standards Table Deleted) ~~(3-15-02)~~

~~425. ECONOMIC INFLUENCES.~~
(Standards Table Deleted) ~~(3-15-02)~~

~~426. GEOGRAPHY.~~
(Standards Table Deleted) ~~(3-15-02)~~

~~427.—428. (RESERVED).~~

~~429. SOCIAL STUDIES STANDARDS—GRADE 4, SECTIONS 430 THROUGH 442.~~

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- ~~430. CRITICAL THINKING AND ANALYTICAL SKILLS.~~
(Standards Table Deleted) (3-15-02)
- ~~431. EVOLUTION OF DEMOCRACY.~~
(Standards Table Deleted) (3-15-02)
- ~~432. EXPLORATION AND EXPANSION.~~
(Standards Table Deleted) (3-15-02)
- ~~433. MIGRATION AND IMMIGRATION.~~
(Standards Table Deleted) (3-15-02)
- ~~434. POLITICAL, SOCIAL, AND ECONOMIC RESPONSE TO INDUSTRIALIZATION
AND TECHNOLOGICAL INNOVATION~~
(Standards Table Deleted) (3-15-02)
- ~~435. INTERNATIONAL RELATIONS AND CONFLICTS.~~
(Standards Table Deleted) (3-15-02)
- ~~436. CULTURAL AND SOCIAL DEVELOPMENT.~~
(Standards Table Deleted) (3-15-02)
- ~~437. FOUNDATIONS OF THE AMERICAN POLITICAL SYSTEM.~~
(Standards Table Deleted) (3-15-02)
- ~~438. ORGANIZATION AND FORMATION OF THE AMERICAN SYSTEM OF
GOVERNMENT.~~
(Standards Table Deleted) (3-15-02)
- ~~439. CITIZEN RESPONSIBILITIES AND RIGHTS.~~
(Standards Table Deleted) (3-15-02)
- ~~440. ECONOMIC FUNDAMENTALS.~~
(Standards Table Deleted) (3-15-02)
- ~~441. ECONOMIC INFLUENCES.~~
(Standards Table Deleted) (3-15-02)
- ~~442. GEOGRAPHY.~~
(Standards Table Deleted) (3-15-02)
- ~~443. — 444. (RESERVED).~~
- ~~445. SOCIAL STUDIES STANDARDS — GRADE 5, SECTIONS 446 THROUGH 458.~~
- ~~446. CRITICAL THINKING AND ANALYTICAL SKILLS.~~
(Standards Table Deleted) (3-15-02)
- ~~447. EVOLUTION OF DEMOCRACY.~~

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~~448. EXPLORATION AND EXPANSION.~~
(Standards Table Deleted) *(3-15-02)*

~~449. MIGRATION AND IMMIGRATION.~~
(Standards Table Deleted) *(3-15-02)*

~~450. POLITICAL, SOCIAL, AND ECONOMIC RESPONSE TO INDUSTRIALIZATION
AND TECHNOLOGICAL INNOVATION~~
(Standards Table Deleted) *(3-15-02)*

~~451. INTERNATIONAL RELATIONS AND CONFLICTS.~~
(Standards Table Deleted) *(3-15-02)*

~~452. CULTURAL AND SOCIAL DEVELOPMENT.~~
(Standards Table Deleted) *(3-15-02)*

~~453. FOUNDATIONS OF THE AMERICAN POLITICAL SYSTEM.~~
(Standards Table Deleted) *(3-15-02)*

~~454. ORGANIZATION AND FORMATION OF THE AMERICAN SYSTEM OF
GOVERNMENT.~~
(Standards Table Deleted) *(3-15-02)*

~~455. CITIZEN RESPONSIBILITIES AND RIGHTS.~~
(Standards Table Deleted) *(3-15-02)*

~~456. ECONOMIC FUNDAMENTALS.~~
(Standards Table Deleted) *(3-15-02)*

~~457. ECONOMIC INFLUENCES.~~
(Standards Table Deleted) *(3-15-02)*

~~458. GEOGRAPHY.~~
(Standards Table Deleted) *(3-15-02)*

~~459.—460. (RESERVED).~~

~~461. SOCIAL STUDIES STANDARDS - HISTORY OF HUMAN CIVILIZATION -
MIDDLE GRADES (GRADES 6 THROUGH 8), SECTIONS 462 THROUGH 465.~~

~~462. HISTORY OF HUMAN CIVILIZATION.~~
(Standards Table Deleted) *(3-15-02)*

~~463. GEOGRAPHY.~~
(Standards Table Deleted) *(3-15-02)*

~~464. GOVERNMENT/CIVICS.~~
(Standards Table Deleted) *(3-15-02)*

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- ~~465. ECONOMICS.~~
(Standards Table Deleted) (3-15-02)
- ~~466.—467. (RESERVED).~~
- ~~468. SOCIAL STUDIES STANDARDS—GEOGRAPHY—MIDDLE GRADES, SECTION~~
~~469.~~
- ~~469. GEOGRAPHY.~~
(Standards Table Deleted) (3-15-02)
- ~~470.—471. (RESERVED).~~
- ~~472. SOCIAL STUDIES STANDARDS—U.S. HISTORY—MIDDLE GRADES, SECTIONS~~
~~473 THROUGH 485.~~
- ~~473. CRITICAL THINKING AND ANALYTICAL SKILLS.~~
(Standards Table Deleted) (3-15-02)
- ~~474. EVOLUTION OF DEMOCRACY.~~
(Standards Table Deleted) (3-15-02)
- ~~475. EXPLORATION AND EXPANSION.~~
(Standards Table Deleted) (3-15-02)
- ~~476. MIGRATION AND IMMIGRATION.~~
(Standards Table Deleted) (3-15-02)
- ~~477. POLITICAL, SOCIAL, AND ECONOMIC RESPONSE TO INDUSTRIALIZATION~~
~~AND TECHNOLOGICAL INNOVATION.~~
(Standards Table Deleted) (3-15-02)
- ~~478. INTERNATIONAL RELATIONS AND CONFLICTS.~~
(Standards Table Deleted) (3-15-02)
- ~~479. CULTURAL AND SOCIAL DEVELOPMENT.~~
(Standards Table Deleted) (3-15-02)
- ~~480. FOUNDATIONS OF THE AMERICAN POLITICAL SYSTEM.~~
(Standards Table Deleted) (3-15-02)
- ~~481. ORGANIZATION AND FORMATION OF THE AMERICAN SYSTEM OF~~
~~GOVERNMENT.~~
(Standards Table Deleted) (3-15-02)
- ~~482. CITIZEN RESPONSIBILITIES AND RIGHTS.~~
(Standards Table Deleted) (3-15-02)
- ~~483. ECONOMIC FUNDAMENTALS.~~

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~~484. ECONOMIC INFLUENCES.~~
(Standards Table Deleted) (3-15-02)

~~485. GEOGRAPHY.~~
(Standards Table Deleted) (3-15-02)

~~486.—487. (RESERVED).~~

~~488. SOCIAL STUDIES STANDARDS — GRADES 9 THROUGH 12, SECTIONS 489 THROUGH 490.~~

The social studies standards are organized around the three (3) social studies courses currently required by the state of Idaho for high school graduation. These fields of study are economics (one (1) credit), U.S. History (two (2) credits), and government (two (2) credits). (3-15-02)

~~489. CRITICAL THINKING AND ANALYTICAL SKILLS.~~
(Standards Table Deleted) (3-15-02)

~~490. EVOLUTION OF DEMOCRACY.~~
(Standards Table Deleted) (3-15-02)

~~491.—492. (RESERVED).~~

~~493. UNITED STATES HISTORY, SECTIONS 494 THROUGH 498.~~

~~494. EXPLORATION AND EXPANSION.~~
(Standards Table Deleted) (3-15-02)

~~495. MIGRATION AND IMMIGRATION.~~
(Standards Table Deleted) (3-15-02)

~~496. POLITICAL, SOCIAL, AND ECONOMIC RESPONSE TO INDUSTRIALIZATION AND TECHNOLOGICAL INNOVATION~~
(Standards Table Deleted) (3-15-02)

~~497. INTERNATIONAL RELATIONS AND CONFLICTS.~~
(Standards Table Deleted) (3-15-02)

~~498. CULTURAL AND SOCIAL DEVELOPMENT.~~
(Standards Table Deleted) (3-15-02)

~~499.—500. (RESERVED).~~

~~501. GOVERNMENT/CIVICS, SECTIONS 502 THROUGH 506.~~

~~502. CIVIC LIFE, POLITICS AND GOVERNMENT.~~
(Standards Table Deleted) (3-15-02)

~~503. FOUNDATIONS OF THE AMERICAN POLITICAL SYSTEM.~~

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(Standards Table Deleted) (3-15-02)

~~504. ORGANIZATION AND FORMATION OF THE AMERICAN SYSTEM OF GOVERNMENT.~~
(Standards Table Deleted) (3-15-02)

~~505. UNITED STATES FOREIGN AFFAIRS.~~
(Standards Table Deleted) (3-15-02)

~~506. CITIZEN RESPONSIBILITIES AND RIGHTS.~~
(Standards Table Deleted) (3-15-02)

~~507.—508. (RESERVED).~~

~~509. ECONOMICS, SECTIONS 510 THROUGH 514.~~

~~510. FUNDAMENTALS.~~
(Standards Table Deleted) (3-15-02)

~~511. CONCEPT OF MONEY.~~
(Standards Table Deleted) (3-15-02)

~~512. INFLUENCES.~~
(Standards Table Deleted) (3-15-02)

~~513. ECONOMIC INSTITUTIONS.~~
(Standards Table Deleted) (3-15-02)

~~514. PERSONAL FINANCE.~~
(Standards Table Deleted) (3-15-02)

~~515.—525. (RESERVED).~~

~~526. SCIENCE STANDARDS.~~

~~The members of the Idaho Science Achievement Standards Subcommittee reviewed a number of Achievement Standards including those developed at the national and state levels. The committee has chosen the National Science Education Standards developed by the National Research Council as a starting point for the Idaho Achievement Standards for science shown here. This approach ensures a common base for local development of strong science curriculums. (3-15-02)~~

~~**01. Science.** Science is a human endeavor that seeks to understand the universe by observation, experimentation, and rational interpretation of observations. At its core, science is a method of asking questions, a method that may be extended to problem solving in many areas of life. An observation leads to a hypothesis. The hypothesis suggests experiments that might be done to further understand the phenomena. These observations and hypotheses are published in scientific literature whereupon they may be replicated, extended, or disproved by others. Hypotheses that prove capable of explaining observations and making predictions about additional phenomena are retained while those that fail this test are discarded. Only those hypotheses that have proven to be successful over~~

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~~considerable periods of time are referred to as “theories”, and even these theories may be supplanted should they prove incapable of explaining new observations.~~ (3-15-02)

~~02. **Reviewing Science Achievement Standards.** It is essential to remember that while reviewing these Science Standards, all theories are subject to revision and that theories are not absolute fact.~~ (3-15-02)

~~527. **SCIENCE STANDARDS—GRADE KINDERGARTEN, SECTIONS 528 THROUGH 538.**~~

~~528. **UNIFYING CONCEPTS OF SCIENCE.**~~
(Standards Table Deleted) (3-15-02)

~~529. **CONCEPTS OF SCIENTIFIC INQUIRY.**~~
(Standards Table Deleted) (3-15-02)

~~530. **CONCEPTS OF PHYSICAL SCIENCE.**~~
(Standards Table Deleted) (3-15-02)

~~531. **CELLULAR AND MOLECULAR CONCEPTS.**~~
~~Cellular and Molecular Concepts standards do not apply at this grade level.~~ (3-15-02)

~~532. **INTERDEPENDENCE OF ORGANISMS AND BIOLOGICAL CHANGE.**~~
(Standards Table Deleted) (3-15-02)

~~533. **MATTER, ENERGY, AND ORGANIZATION IN LIVING SYSTEMS**~~
(Standards Table Deleted) (3-15-02)

~~534. **EARTH AND SPACE SYSTEMS**~~
(Standards Table Deleted) (3-15-02)

~~535. **TECHNOLOGY**~~
(Standards Table Deleted) (3-15-02)

~~536. **PERSONAL AND SOCIAL PERSPECTIVES**~~
(Standards Table Deleted) (3-15-02)

~~537. **HISTORY OF SCIENCE**~~
(Standards Table Deleted) (3-15-02)

~~538. **INTERDISCIPLINARY CONCEPTS**~~
(Standards Table Deleted) (3-15-02)

~~539.—541. **(RESERVED).**~~

~~542. **SCIENCE STANDARDS—GRADE 1, SECTIONS 543 THROUGH 553.**~~

~~543. **UNIFYING CONCEPTS OF SCIENCE.**~~
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- ~~544. CONCEPTS OF SCIENTIFIC INQUIRY.~~
(Standards Table Deleted) (3-15-02)
- ~~545. CONCEPTS OF PHYSICAL SCIENCE.~~
(Standards Table Deleted) (3-15-02)
- ~~546. CELLULAR AND MOLECULAR CONCEPTS.~~
Cellular and Molecular Concepts standards do not apply at this grade level. (3-15-02)
- ~~547. INTERDEPENDENCE OF ORGANISMS AND BIOLOGICAL CHANGE.~~
(Standards Table Deleted) (3-15-02)
- ~~548. MATTER, ENERGY, AND ORGANIZATION IN LIVING SYSTEMS.~~
(Standards Table Deleted) (3-15-02)
- ~~549. EARTH AND SPACE SYSTEMS.~~
(Standards Table Deleted) (3-15-02)
- ~~550. TECHNOLOGY.~~
(Standards Table Deleted) (3-15-02)
- ~~551. PERSONAL AND SOCIAL PERSPECTIVES.~~
(Standards Table Deleted) (3-15-02)
- ~~552. HISTORY OF SCIENCE.~~
(Standards Table Deleted) (3-15-02)
- ~~553. INTERDISCIPLINARY CONCEPTS.~~
(Standards Table Deleted) (3-15-02)
- ~~554. — 556. (RESERVED).~~
- ~~557. SCIENCE STANDARDS — GRADE 2, SECTIONS 558 THROUGH 568.~~
- ~~558. UNIFYING CONCEPTS OF SCIENCE.~~
(Standards Table Deleted) (3-15-02)
- ~~559. CONCEPTS OF SCIENTIFIC INQUIRY.~~
(Standards Table Deleted) (3-15-02)
- ~~560. CONCEPTS OF PHYSICAL SCIENCE.~~
(Standards Table Deleted) (3-15-02)
- ~~561. CELLULAR AND MOLECULAR CONCEPTS.~~
Cellular and Molecular Concepts standards do not apply at this grade level. (3-15-02)
- ~~562. INTERDEPENDENCE OF ORGANISMS AND BIOLOGICAL CHANGE.~~
(Standards Table Deleted) (3-15-02)

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- ~~563. MATTER, ENERGY, AND ORGANIZATION IN LIVING SYSTEMS.~~
(Standards Table Deleted) (3-15-02)
- ~~564. EARTH AND SPACE SYSTEMS~~
(Standards Table Deleted) (3-15-02)
- ~~565. TECHNOLOGY~~
(Standards Table Deleted) (3-15-02)
- ~~566. PERSONAL AND SOCIAL PERSPECTIVES~~
(Standards Table Deleted) (3-15-02)
- ~~567. HISTORY OF SCIENCE~~
(Standards Table Deleted) (3-15-02)
- ~~568. INTERDISCIPLINARY CONCEPTS~~
(Standards Table Deleted) (3-15-02)
- ~~569.—571. (RESERVED).~~
- ~~572. SCIENCE STANDARDS—GRADE 3, SECTIONS 573 THROUGH 583.~~
- ~~573. UNIFYING CONCEPTS OF SCIENCE.~~
(Standards Table Deleted) (3-15-02)
- ~~574. CONCEPTS OF SCIENTIFIC INQUIRY.~~
(Standards Table Deleted) (3-15-02)
- ~~575. CONCEPTS OF PHYSICAL SCIENCE.~~
(Standards Table Deleted) (3-15-02)
- ~~576. CELLULAR AND MOLECULAR CONCEPTS.~~
Cellular and Molecular Concepts standards do not apply at this grade level. (3-15-02)
- ~~577. INTERDEPENDENCE OF ORGANISMS AND BIOLOGICAL CHANGE.~~
(Standards Table Deleted) (3-15-02)
- ~~578. MATTER, ENERGY, AND ORGANIZATION IN LIVING SYSTEMS.~~
(Standards Table Deleted) (3-15-02)
- ~~579. EARTH AND SPACE SYSTEMS.~~
(Standards Table Deleted) (3-15-02)
- ~~580. TECHNOLOGY.~~
(Standards Table Deleted) (3-15-02)
- ~~581. PERSONAL AND SOCIAL PERSPECTIVES.~~
(Standards Table Deleted) (3-15-02)
- ~~582. HISTORY OF SCIENCE.~~

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~~583. INTERDISCIPLINARY CONCEPTS.~~
(Standards Table Deleted) (3-15-02)

~~584.—586. (RESERVED).~~

~~587. SCIENCE STANDARDS—GRADE 4, SECTIONS 588 THROUGH 598.~~

~~588. UNIFYING CONCEPTS OF SCIENCE.~~
(Standards Table Deleted) (3-15-02)

~~589. CONCEPTS OF SCIENTIFIC INQUIRY.~~
(Standards Table Deleted) (3-15-02)

~~590. CONCEPTS OF PHYSICAL SCIENCE.~~
(Standards Table Deleted) (3-15-02)

~~591. CELLULAR AND MOLECULAR CONCEPTS.~~
Cellular and Molecular Concepts standards do not apply at this grade level. (3-15-02)

~~592. INTERDEPENDENCE OF ORGANISMS AND BIOLOGICAL CHANGE.~~
(Standards Table Deleted) (3-15-02)

~~593. MATTER, ENERGY, AND ORGANIZATION IN LIVING SYSTEMS.~~
(Standards Table Deleted) (3-15-02)

~~594. EARTH AND SPACE SYSTEMS.~~
(Standards Table Deleted) (3-15-02)

~~595. TECHNOLOGY.~~
(Standards Table Deleted) (3-15-02)

~~596. PERSONAL AND SOCIAL PERSPECTIVES.~~
(Standards Table Deleted) (3-15-02)

~~597. HISTORY OF SCIENCE.~~
(Standards Table Deleted) (3-15-02)

~~598. INTERDISCIPLINARY CONCEPTS.~~
(Standards Table Deleted) (3-15-02)

~~599.—601. (RESERVED).~~

~~602. SCIENCE STANDARDS—GRADE 5, SECTIONS 603 THROUGH 613.~~

~~603. UNIFYING CONCEPTS OF SCIENCE.~~
(Standards Table Deleted) (3-15-02)

~~604. CONCEPTS OF SCIENTIFIC INQUIRY.~~

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(Standards Table Deleted) (3-15-02)

~~605. CONCEPTS OF PHYSICAL SCIENCE.~~
(Standards Table Deleted) (3-15-02)

~~606. CELLULAR AND MOLECULAR CONCEPTS.~~
(Standards Table Deleted) (3-15-02)

~~607. INTERDEPENDENCE OF ORGANISMS AND BIOLOGICAL CHANGE.~~
Interdependence of Organisms and Biological Change standards do not apply at this grade level.
(3-15-02)

~~608. MATTER, ENERGY, AND ORGANIZATION IN LIVING SYSTEMS.~~
(Standards Table Deleted) (3-15-02)

~~609. EARTH AND SPACE SYSTEMS.~~
(Standards Table Deleted) (3-15-02)

~~610. TECHNOLOGY.~~
(Standards Table Deleted) (3-15-02)

~~611. PERSONAL AND SOCIAL PERSPECTIVES.~~
(Standards Table Deleted) (3-15-02)

~~612. HISTORY OF SCIENCE.~~
(Standards Table Deleted) (3-15-02)

~~613. INTERDISCIPLINARY CONCEPTS.~~
(Standards Table Deleted) (3-15-02)

~~614.—616. (RESERVED).~~

~~617. SCIENCE STANDARDS—GRADE 6, SECTIONS 618 THROUGH 628.~~

~~618. UNIFYING CONCEPTS OF SCIENCE.~~
(Standards Table Deleted) (3-15-02)

~~619. CONCEPTS OF SCIENTIFIC INQUIRY.~~
(Standards Table Deleted) (3-15-02)

~~620. CONCEPTS OF PHYSICAL SCIENCE.~~
(Standards Table Deleted) (3-15-02)

~~621. CELLULAR AND MOLECULAR CONCEPTS.~~
(Standards Table Deleted) (3-15-02)

~~622. INTERDEPENDENCE OF ORGANISMS AND BIOLOGICAL CHANGE.~~
No standards of Interdependence of Organisms and Biological Change apply at this grade level.
(3-15-02)

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- ~~623. MATTER, ENERGY, AND ORGANIZATION IN LIVING SYSTEMS.~~
(Standards Table Deleted) (3-15-02)
- ~~624. EARTH AND SPACE SYSTEMS.~~
(Standards Table Deleted) (3-15-02)
- ~~625. TECHNOLOGY.~~
(Standards Table Deleted) (3-15-02)
- ~~626. PERSONAL AND SOCIAL PERSPECTIVES.~~
(Standards Table Deleted) (3-15-02)
- ~~627. HISTORY OF SCIENCE.~~
(Standards Table Deleted) (3-15-02)
- ~~628. INTERDISCIPLINARY CONCEPTS.~~
(Standards Table Deleted) (3-15-02)
- ~~629.—631. (RESERVED).~~
- ~~632. SCIENCE STANDARDS — MIDDLE GRADES (GRADES 7-8), SECTIONS 633 THROUGH 643.~~
Based on the necessary math knowledge and skills, student maturation level, and the need for secondary level Physical Science exposure, it is recommended that Earth Science be scheduled at the middle school level. The standards reflect this recommendation. (3-15-02)
- ~~633. UNIFYING CONCEPTS OF SCIENCE.~~
(Standards Table Deleted) (3-15-02)
- ~~634. CONCEPTS OF SCIENTIFIC INQUIRY.~~
(Standards Table Deleted) (3-15-02)
- ~~635. CONCEPTS OF PHYSICAL SCIENCE.~~
(Standards Table Deleted) (3-15-02)
- ~~636. CELLULAR AND MOLECULAR CONCEPTS.~~
(Standards Table Deleted) (3-15-02)
- ~~637. INTERDEPENDENCE OF ORGANISMS AND BIOLOGICAL CHANGE.~~
(Standards Table Deleted) (3-15-02)
- ~~638. MATTER, ENERGY, AND ORGANIZATION IN LIVING SYSTEMS.~~
(Standards Table Deleted) (3-15-02)
- ~~639. EARTH AND SPACE SYSTEMS.~~
(Standards Table Deleted) (3-15-02)
- ~~640. TECHNOLOGY.~~
(Standards Table Deleted) (3-15-02)

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- ~~641. PERSONAL AND SOCIAL PERSPECTIVES.~~
(Standards Table Deleted) ~~(3-15-02)~~
- ~~642. HISTORY OF SCIENCE.~~
(Standards Table Deleted) ~~(3-15-02)~~
- ~~643. INTERDISCIPLINARY CONCEPTS.~~
(Standards Table Deleted) ~~(3-15-02)~~
- ~~644.—646. (RESERVED).~~
- ~~647. SCIENCE STANDARDS—GRADES 9 THROUGH 12, SECTIONS 648 THROUGH 658.~~
- ~~648. UNIFYING CONCEPTS OF SCIENCE.~~
(Standards Table Deleted) ~~(3-15-02)~~
- ~~649. CONCEPTS OF SCIENTIFIC INQUIRY.~~
(Standards Table Deleted) ~~(3-15-02)~~
- ~~650. CONCEPTS OF PHYSICAL SCIENCE.~~
(Standards Table Deleted) ~~(3-15-02)~~
- ~~651. CELLULAR AND MOLECULAR CONCEPTS.~~
(Standards Table Deleted) ~~(3-15-02)~~
- ~~652. INTERDEPENDENCE OF ORGANISMS AND BIOLOGICAL CHANGE.~~
(Standards Table Deleted) ~~(3-15-02)~~
- ~~653. MATTER, ENERGY, AND ORGANIZATION IN LIVING SYSTEMS.~~
(Standards Table Deleted) ~~(3-15-02)~~
- ~~654. EARTH AND SPACE SYSTEMS.~~
(Standards Table Deleted) ~~(3-15-02)~~
- ~~655. TECHNOLOGY.~~
(Standards Table Deleted) ~~(3-15-02)~~
- ~~656. PERSONAL AND SOCIAL PERSPECTIVES.~~
(Standards Table Deleted) ~~(3-15-02)~~
- ~~657. HISTORY OF SCIENCE.~~
(Standards Table Deleted) ~~(3-15-02)~~
- ~~658. INTERDISCIPLINARY CONCEPTS.~~
(Standards Table Deleted) ~~(3-15-02)~~
- ~~659.—668. (RESERVED).~~
- ~~669. LANGUAGE ARTS/COMMUNICATIONS STANDARDS.~~

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~~Language, the gateway to learning, provides our most powerful and readily available tool to represent the world to ourselves as well as ourselves to the world. Not only a means of communications, language serves as our primary instrument of thought, a defining feature of culture, and an unmistakable mark of personal identity.~~ (5-3-03)

~~670. LANGUAGE ARTS/COMMUNICATIONS STANDARDS – KINDERGARTEN, SECTIONS 671 THROUGH 675.~~

~~671. READING.~~

~~Rationale: Read a variety of grade-level materials and apply strategies appropriate to various situations.~~ (Standards Table Deleted) (4-6-05)

~~672. WRITING.~~

~~Rationale: Write to demonstrate skill and conventions according to purpose and audience.~~ (Standards Table Deleted) (4-6-05)

~~673. LISTENING.~~

~~Rationale: Use skills of listening to effectively understand, comprehend, and critique oral and visual presentations.~~ (Standards Table Deleted) (4-6-05)

~~674. SPEAKING.~~

~~Rationale: Use skills of speaking to effectively present information and present analysis of critiques of written or viewed material.~~ (Standards Table Deleted) (4-6-05)

~~675. VIEWING.~~

~~Rationale: Use skills of viewing to effectively understand and comprehend visually presented information and use visual elements to produce visual presentations.~~ (Standards Table Deleted) (3-15-02)

~~676.—678. (RESERVED).~~

~~679. LANGUAGE ARTS/COMMUNICATIONS STANDARDS – GRADE 1, SECTIONS 680 THROUGH 684.~~

~~680. READING.~~

~~Rationale: Read a variety of grade-level materials and apply strategies appropriate to various situations. Content knowledge and skills of prior grade levels must be acquired in addition to addressing current grade level.~~ (Standards Table Deleted) (3-15-02)

~~681. WRITING.~~

~~Rationale: Write to demonstrate skill and conventions according to purpose and audience. Content knowledge and skills of prior grade levels must be acquired in addition to addressing current grade level.~~ (Standards Table Deleted) (3-15-02)

~~682. LISTENING.~~

~~Rationale: Use skills of listening to effectively understand, comprehend, and critique oral and visual presentations. Content knowledge and skills of prior grade levels must be acquired in~~

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~~addition to addressing current grade level.
(Standards Table Deleted)~~

~~(4-6-05)~~

~~683. SPEAKING.~~

~~Rationale: Use skills of speaking to effectively present information and present analysis of critiques of written or viewed material. Content knowledge and skills of prior grade level must be acquired in addition to addressing current grade level. (Standards Table Deleted) (3-15-02)~~

~~684. VIEWING.~~

~~Rationale: Use skills of viewing to effectively understand and comprehend visually presented information and use visual elements to produce visual presentations.
(Standards Table Deleted)~~

~~(3-15-02)~~

~~685. — 687. (RESERVED).~~

~~688. LANGUAGE ARTS/COMMUNICATIONS STANDARDS — GRADE 2, SECTIONS 689 THROUGH 693.~~

~~689. READING.~~

~~Rationale: Read a variety of grade-level materials and apply strategies appropriate to various situations. Content knowledge and skills of prior grade levels must be acquired in addition to addressing current grade level.
(Standards Table Deleted)~~

~~(3-15-02)~~

~~690. WRITING.~~

~~Rationale: Write to demonstrate skill and conventions according to purpose and audience. Content knowledge and skills of prior grade levels must be acquired in addition to addressing current grade level.
(Standards Table Deleted)~~

~~(3-15-02)~~

~~691. LISTENING.~~

~~Rationale: Use skills of listening to effectively understand, comprehend, and critique oral and visual presentations. Content knowledge and skills of prior grade levels must be acquired in addition to addressing current grade level.
(Standards Table Deleted)~~

~~(4-6-05)~~

~~692. SPEAKING.~~

~~Rationale: Use skills of speaking to effectively present information and present analysis of critiques of written or viewed material. Content knowledge and skills of prior grade level must be acquired in addition to addressing current grade level. (Standards Table Deleted) (3-15-02)~~

~~693. VIEWING.~~

~~Rationale: Use skills of viewing to effectively understand and comprehend visually presented information and use visual elements to produce visual presentations.
(Standards Table Deleted)~~

~~(3-15-02)~~

~~694. — 696. (RESERVED).~~

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~~697. LANGUAGE ARTS/COMMUNICATIONS STANDARDS-- GRADE 3, SECTIONS 698 THROUGH 702.~~

~~698. READING.~~

~~Rationale: Read a variety of grade-level materials and apply strategies appropriate to various situations. Content knowledge and skills of prior grade levels must be acquired in addition to addressing current grade level.~~

~~(Standards Table Deleted)~~

~~(4-6-05)~~

~~699. WRITING.~~

~~Rationale: Write to demonstrate skill and conventions according to purpose and audience. Content knowledge and skills of prior grade levels must be acquired in addition to addressing current grade level.~~ (Standards Table Deleted)

~~(4-6-05)~~

~~700. LISTENING.~~

~~Rationale: Use skills of listening to effectively understand, comprehend, and critique oral and visual presentations. Content knowledge and skills of prior grade levels must be acquired in addition to addressing current grade level.~~

~~(Standards Table Deleted)~~

~~(4-6-05)~~

~~701. SPEAKING.~~

~~Rationale: Use skills of speaking to effectively present information and present analysis or critiques of written or viewed material. Content knowledge and skills of prior grade level must be acquired in addition to addressing current grade level.~~ (Standards Table Deleted)

~~(4-6-05)~~

~~702. VIEWING.~~

~~Rationale: Use skills of viewing to effectively understand and comprehend visually presented information and use visual elements to produce visual presentations.~~

~~(Standards Table Deleted)~~

~~(5-3-03)~~

~~703. — 705. (RESERVED).~~

~~706. LANGUAGE ARTS/COMMUNICATIONS STANDARDS-- GRADE 4, SECTIONS 707 THROUGH 711.~~

~~707. READING.~~

~~Rationale: Read a variety of grade-level materials and apply strategies appropriate to various situations. Content knowledge and skills of prior grade levels must be acquired in addition to addressing current grade level.~~

~~(Standards Table Deleted)~~

~~(4-6-05)~~

~~708. WRITING.~~

~~Rationale: Students write to demonstrate skill and conventions according to purpose and audience. Content knowledge and skills of prior grade levels must be acquired in addition to addressing current grade level.~~

~~(Standards Table Deleted)~~

~~(4-6-05)~~

~~709. LISTENING.~~

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~~Rationale: Use skills of listening to effectively understand, comprehend, and critique oral and visual presentations. Content knowledge and skills of prior grade levels must be acquired in addition to addressing current grade level.~~

~~(Standards Table Deleted)~~

~~(4-6-05)~~

~~710. SPEAKING.~~

~~Rationale: Use skills of speaking to effectively present information and present analysis or critiques of written or viewed material. Content knowledge and skills of prior grade level must be acquired in addition to addressing current grade level.~~ (Standards Table Deleted) ~~(4-6-05)~~

~~711. VIEWING.~~

~~Rationale: Use skills of viewing to effectively understand and comprehend visually presented information and use visual elements to produce visual presentations.~~

~~(Standards Table Deleted)~~

~~(3-15-02)~~

~~712.—714. (RESERVED).~~

~~715. LANGUAGE ARTS/COMMUNICATIONS STANDARDS—GRADE 5, SECTIONS 716 THROUGH 720.~~

~~716. READING.~~

~~Rationale: Students read a variety of grade-level materials and apply strategies appropriate to various situations. Content knowledge and skills of prior grade levels must be acquired in addition to addressing current grade level.~~

~~(Standards Table Deleted)~~

~~(4-6-05)~~

~~717. WRITING.~~

~~Rationale: Students write to demonstrate skill and conventions according to purpose and audience. Content knowledge and skills of prior grade levels must be acquired in addition to addressing current grade level.~~

~~(Standards Table Deleted)~~

~~(4-6-05)~~

~~718. LISTENING.~~

~~Rationale: Use skills of listening to effectively understand, comprehend, and critique oral and visual presentations. Content knowledge and skills of prior grade levels must be acquired in addition to addressing current grade level.~~ (Standards Table Deleted) ~~(4-6-05)~~

~~719. SPEAKING.~~

~~Rationale: Use skills of speaking to effectively present information and present analyses or critiques of written or viewed material. Content knowledge and skills of prior grade level must be acquired in addition to addressing current grade level.~~ (Standards Table Deleted) ~~(4-6-05)~~

~~720. VIEWING.~~

~~Rationale: Use viewing skills to understand and comprehend visually presented information and use visual elements to produce visual presentations.~~ (Standards Table Deleted) ~~(4-6-05)~~

~~721.—723. (RESERVED).~~

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~~724. LANGUAGE ARTS/COMMUNICATIONS STANDARDS--GRADE 6, SECTIONS 725 THROUGH 729.~~

~~725. READING.~~

~~Rationale: Students read a variety of grade-level materials and apply strategies appropriate to various situations. Content knowledge and skills of prior grade levels must be acquired in addition to addressing current grade level.~~

~~(Standards Table Deleted)~~

~~(4-6-05)~~

~~726. WRITING.~~

~~Rationale: Students write to demonstrate skills and conventions according to purpose and audience. Content knowledge and skills of prior grade levels must be acquired in addition to addressing current grade level.~~

~~(Standards Table Deleted)~~

~~(4-6-05)~~

~~727. LISTENING.~~

~~Rationale: Use skills of listening to effectively understand, comprehend, and critique oral and visual presentations. Content knowledge and skills of prior grade levels must be acquired in addition to addressing current grade level.~~

~~(Standards Table Deleted)~~

~~(4-6-05)~~

~~728. SPEAKING.~~

~~Rationale: Use skills of speaking to effectively present information and present analyses or critiques of written or viewed material. Content knowledge and skills of prior grade level must be acquired in addition to addressing current grade level.~~

~~(Standards Table Deleted)~~

~~(4-6-05)~~

~~729. VIEWING.~~

~~Rationale: Use skills of viewing to effectively understand and comprehend visually presented information and use visual elements to produce visual presentations.~~

~~(Standards Table Deleted)~~

~~(5-3-03)~~

~~730.---732. (RESERVED).~~

~~733. LANGUAGE ARTS/COMMUNICATIONS STANDARDS--GRADE 7, SECTIONS 734 THROUGH 738.~~

~~734. READING.~~

~~Rationale: Students read a variety of grade-level materials and apply strategies appropriate to various situations. Content knowledge and skills of prior grade levels must be acquired in addition to addressing current grade level.~~

~~(Standards Table Deleted)~~

~~(4-6-05)~~

~~735. WRITING.~~

~~Rationale: Students write to demonstrate skill and conventions according to purpose and audience. Content knowledge and skills of prior grade levels must be acquired in addition to addressing current grade level.~~

~~(Standards Table Deleted)~~

~~(4-6-05)~~

~~736. LISTENING.~~

~~Rationale: Use skills of listening to effectively understand, comprehend, and critique oral and visual presentations. Content knowledge and skills of prior grade levels must be acquired in~~

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~~addition to addressing current grade level. (Standards Table Deleted) (4-6-05)~~

737. ~~SPEAKING.~~

~~Rationale: Use skills of speaking to effectively present information and present analysis or critiques of written or viewed material. Content knowledge and skills of prior grade level must be acquired in addition to addressing current grade level. (Standards Table Deleted) (4-6-05)~~

738. ~~VIEWING.~~

~~Rationale: Use skills of viewing to effectively understand and comprehend visually presented information and use visual elements to produce visual presentations. (Standards Table Deleted) (4-6-05)~~

739. ~~741. (RESERVED).~~

742. ~~LANGUAGE ARTS/COMMUNICATIONS STANDARDS - GRADE 8, SECTIONS 743 THROUGH 747.~~

743. ~~READING.~~

~~Rationale: Students read a variety of grade level materials and apply strategies appropriate to various situations. Content knowledge and skills of prior grade levels must be acquired in addition to addressing current grade level. (Standards Table Deleted) (4-6-05)~~

744. ~~WRITING.~~

~~Rationale: Write to demonstrate skill and conventions according to purpose and audience. Content knowledge and skills of prior grade levels must be acquired in addition to addressing current grade level. (Standards Table Deleted) (4-6-05)~~

745. ~~LISTENING.~~

~~Rationale: Use skills of listening to effectively understand, comprehend, and critique oral and visual presentations. Content knowledge and skills of prior grade levels must be acquired in addition to addressing current grade level. (Standards Table Deleted) (4-6-05)~~

746. ~~SPEAKING.~~

~~Rationale: Use skills of speaking to effectively present information and present analysis or critiques of written and viewed material. Content knowledge and skills of prior grade level must be acquired in addition to addressing current grade level. (Standards Table Deleted) (4-6-05)~~

747. ~~VIEWING.~~

~~Rationale: Use skills of viewing to effectively understand and comprehend visually presented material and use visual elements to produce visual presentations. (Standards Table Deleted) (4-6-05)~~

748. ~~750. (RESERVED).~~

751. ~~LANGUAGE ARTS/COMMUNICATIONS STANDARDS - GRADES 9 THROUGH 12, SECTIONS 752 THROUGH 756.~~

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752. ~~READING.~~

~~Rationale: Read a variety of grade-level materials and apply strategies appropriate to various situations. Content knowledge and skills of prior grade levels must be acquired in addition to addressing current grade level.~~

(Standards Table Deleted)

~~(4-6-05)~~

753. ~~WRITING.~~

~~Rationale: Write to demonstrate skill and conventions according to purpose and audience. Content knowledge and skills of prior grade levels must be acquired in addition to addressing current grade level.~~ **(Standards Table Deleted)**

~~(4-6-05)~~

754. ~~LISTENING.~~

~~Rationale: Use skills of listening to effectively understand, comprehend, and critique oral and visual presentations. Content knowledge and skills of prior grade levels must be acquired in addition to addressing current grade level.~~ **(Standards Table Deleted)**

~~(4-6-05)~~

755. ~~SPEAKING.~~

~~Rationale: Use skills of speaking to effectively present information and present analysis of critiques of written or viewed material. Content knowledge and skills of prior grade level must be acquired in addition to addressing current grade level.~~ **(Standards Table Deleted)**

~~(4-6-05)~~

756. ~~VIEWING.~~

(Standards Table Deleted)

~~(3-15-02)~~

757. ~~766. (RESERVED).~~

767. ~~HEALTH STANDARDS.~~

~~**01. Health Education.** Health education enables students to obtain, apply, and benefit from health information, services, and skills in ways that enhance the individual and society. Health knowledge and its applications enhance the ability to achieve life goals. Health is a dynamic process that includes emotional, mental, physical, social, environmental, and spiritual dimensions.~~

~~(3-15-02)~~

~~**02. Instruction in Human Sexuality.** Instruction in the areas of human sexuality are ultimately governed by Sections 33-1608 through 33-1611, Idaho Code:~~

~~(3-15-02)~~

~~**a.** Section 33-1608, Idaho Code—Family life and sex education—legislative policy.~~

~~(3-15-02)~~

~~**b.** Section 33-1609, Idaho Code—“Sex education” defined.~~

~~(3-15-02)~~

~~**c.** Section 33-1610, Idaho Code—Involvement of parents and community group.~~

~~(3-15-02)~~

~~**d.** Section 33-1611, Idaho Code—Excusing children from instruction in sex education.~~

~~(3-15-02)~~

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~~e. Throughout the Health Standards section the term “STDs” (Sexually Transmitted Disease) includes HIV/AIDS (Human Immunodeficiency Virus/Acquired Immune Deficiency Syndrome).~~ (3-15-02)

~~768. HEALTH STANDARDS—KINDERGARTEN, SECTIONS 769 THROUGH 773.~~

~~769. HEALTHY LIFESTYLES.~~
(Standards Table Deleted) (3-15-02)

~~770. RISK-TAKING BEHAVIOR.~~
(Standards Table Deleted) (3-15-02)

~~771. COMMUNICATION SKILLS FOR HEALTHY RELATIONSHIPS.~~
(Standards Table Deleted) (3-15-02)

~~772. CONSUMER HEALTH.~~
(Standards Table Deleted) (3-15-02)

~~773. MENTAL AND EMOTIONAL WELLNESS.~~
(Standards Table Deleted) (3-15-02)

~~774.—776. (RESERVED).~~

~~777. HEALTH STANDARDS—GRADE 1, SECTIONS 778 THROUGH 782.~~

~~778. HEALTHY LIFESTYLES.~~
(Standards Table Deleted) (3-15-02)

~~779. RISK-TAKING BEHAVIOR.~~
(Standards Table Deleted) (3-15-02)

~~780. COMMUNICATION SKILLS FOR HEALTHY RELATIONSHIPS.~~
(Standards Table Deleted) (3-15-02)

~~781. CONSUMER HEALTH.~~
(Standards Table Deleted) (3-15-02)

~~782. MENTAL AND EMOTIONAL WELLNESS.~~
(Standards Table Deleted) (3-15-02)

~~783.—785. (RESERVED).~~

~~786. HEALTH STANDARDS—GRADE 2, SECTIONS 787 THROUGH 791.~~

~~787. HEALTHY LIFESTYLES.~~
(Standards Table Deleted) (3-15-02)

~~788. RISK-TAKING BEHAVIOR.~~
(Standards Table Deleted) (3-15-02)

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| | |
|--|----------------------|
| 789. COMMUNICATION SKILLS FOR HEALTHY RELATIONSHIPS. (Standards Table Deleted) | (3-15-02) |
| 790. CONSUMER HEALTH. (Standards Table Deleted) | (3-15-02) |
| 791. MENTAL AND EMOTIONAL WELLNESS. (Standards Table Deleted) | (3-15-02) |
| 792.—794. (RESERVED). | |
| 795. HEALTH STANDARDS—GRADE 3, SECTIONS 796 THROUGH 800. | |
| 796. HEALTHY LIFESTYLES. (Standards Table Deleted) | (3-15-02) |
| 797. RISK-TAKING BEHAVIOR. (Standards Table Deleted) | (3-15-02) |
| 798. COMMUNICATION SKILLS FOR HEALTHY RELATIONSHIPS. (Standards Table Deleted) | (3-15-02) |
| 799. CONSUMER HEALTH. (Standards Table Deleted) | (3-15-02) |
| 800. MENTAL AND EMOTIONAL WELLNESS. (Standards Table Deleted) | (3-15-02) |
| 801.—803. (RESERVED). | |
| 804. HEALTH STANDARDS—GRADE 4, SECTIONS 805 THROUGH 809. | |
| 805. HEALTHY LIFESTYLES. (Standards Table Deleted) | (3-15-02) |
| 806. RISK-TAKING BEHAVIOR. (Standards Table Deleted) | (3-15-02) |
| 807. COMMUNICATION SKILLS FOR HEALTHY RELATIONSHIPS. (Standards Table Deleted) | (3-15-02) |
| 808. CONSUMER HEALTH. (Standards Table Deleted) | (3-15-02) |
| 809. MENTAL AND EMOTIONAL WELLNESS. (Standards Table Deleted) | (3-15-02) |
| 810.—812. (RESERVED). | |

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~~813. HEALTH STANDARDS—GRADE 5, SECTIONS 814 THROUGH 818.~~

~~814. HEALTHY LIFESTYLES.~~
(Standards Table Deleted) (3-15-02)

~~815. RISK-TAKING BEHAVIOR.~~
(Standards Table Deleted) (3-15-02)

~~816. COMMUNICATION SKILLS FOR HEALTHY RELATIONSHIPS.~~
(Standards Table Deleted) (3-15-02)

~~817. CONSUMER HEALTH.~~
(Standards Table Deleted) (3-15-02)

~~818. MENTAL AND EMOTIONAL WELLNESS.~~
(Standards Table Deleted) (3-15-02)

~~819.—821. (RESERVED).~~

~~822. HEALTH STANDARDS—GRADE 6, SECTIONS 823 THROUGH 827.~~

~~823. HEALTHY LIFESTYLES.~~
(Standards Table Deleted) (3-15-02)

~~824. RISK-TAKING BEHAVIOR.~~
(Standards Table Deleted) (3-15-02)

~~825. COMMUNICATION SKILLS FOR HEALTHY RELATIONSHIPS.~~
(Standards Table Deleted) (3-15-02)

~~826. CONSUMER HEALTH.~~
(Standards Table Deleted) (3-15-02)

~~827. MENTAL AND EMOTIONAL WELLNESS.~~

~~828.—830. (RESERVED).~~

~~831. HEALTH STANDARDS—MIDDLE GRADES (GRADES 7-8), SECTIONS 832 THROUGH 836.~~

~~832. HEALTHY LIFESTYLES.~~
(Standards Table Deleted) (3-15-02)

~~833. RISK-TAKING BEHAVIOR.~~
(Standards Table Deleted) (3-15-02)

~~834. COMMUNICATION SKILLS FOR HEALTHY RELATIONSHIPS.~~
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~~835. CONSUMER HEALTH.~~

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~~836. MENTAL AND EMOTIONAL WELLNESS.~~
(Standards Table Deleted) (3-15-02)

~~837. 839. (RESERVED).~~

~~840. HEALTH STANDARDS GRADES 9 THROUGH 12, SECTIONS 841 THROUGH 845.~~

~~841. HEALTHY LIFESTYLES.~~
(Standards Table Deleted) (3-15-02)

~~842. RISK TAKING BEHAVIOR.~~
(Standards Table Deleted) (3-15-02)

~~843. COMMUNICATION SKILLS FOR HEALTHY RELATIONSHIPS.~~
(Standards Table Deleted) (3-15-02)

~~844. CONSUMER HEALTH.~~
(Standards Table Deleted) (3-15-02)

~~845. MENTAL AND EMOTIONAL WELLNESS.~~
(Standards Table Deleted) (3-15-02)

~~846. 855. (RESERVED).~~

~~856. GLOSSARY OF HUMANITIES TERMS.~~
The following definitions apply only to Sections 856 through 954 of these rules. (3-15-02)

~~01. Aesthetics. A branch of philosophy that deals with issues of beauty. The questions and ideas of aesthetics define what society considers art: the creation and response to art, the role of art in society, and the standards for judging and interpreting the significance of art.~~ (3-15-02)

~~02. Application. The practice of using one's knowledge, techniques, and skills to produce a product.~~
(3-15-02)

~~03. Appreciation. A sensitive awareness; in the context of the arts, a recognition of aesthetic values.~~
(3-15-02)

~~04. Artifact. A product of civilization, such as a tool or ornament, that shows human workmanship or modification.~~
(3-15-02)

~~05. Authentic Materials and Resources. Materials created by people living in their culture (such as a country's newspapers, magazines, or menus) or native speakers themselves.~~
(5-3-03)

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- ~~06. **Creative Expression.** An imaginative response that exhibits both feeling and core knowledge of an art form. (3-15-02)~~
- ~~07. **Culture/Cultures.** A group that influences ways of perceiving, valuing, behaving, and believing. (5-3-03)~~
- ~~08. **Disciplines.** Specific fields of study within the arts and humanities such as visual art, music, theatre, dance, literature, philosophy. (5-3-03)~~
- ~~09. **Diversity.** The condition of being different, inclusive of wide ethnic representation, varied viewpoints, and range of abilities. (3-15-02)~~
- ~~10. **Ethical/Ethics.** Relating to moral action, motivation, conduct or character. The discipline dealing with what is good and bad and with moral duty and obligation. (5-3-03)~~
- ~~11. **Expository Writing.** Writing that is neither descriptive nor narrative and whose primary function is to explain and/or define. (3-15-02)~~
- ~~12. **Genre.** A category of artistic, musical, or literary composition characterized by a particular style, form, or content. (3-15-02)~~
- ~~13. **Historical/Culture/Living Culture.** A culture, civilization that has existed in the past/one that is current and/or evolving. (5-3-03)~~
- ~~14. **Integrate.** To incorporate into a larger unit. (3-15-02)~~
- ~~15. **Interdisciplinary Humanities.** A study of two (2) or more related disciplines within the state-adopted list of humanities subjects. (3-15-02)~~
- ~~16. **Interrelationships.** Mutual or reciprocal relationships of arts and humanities disciplines. (3-15-02)~~
- ~~17. **Literary Work.** An example of writing that possesses the qualities or characteristics of letters, human learning, or literature. (3-15-02)~~
- ~~18. **Nationalism.** A sense of national consciousness, placing primary emphasis on the culture and interests of a particular nation. (3-15-02)~~
- ~~19. **Reasoned Dialogue.** The process of presenting a calculated discussion of ideas through logical means. (5-3-03)~~
- ~~20. **Replicate.** To repeat or duplicate a product or process. (3-15-02)~~
- ~~21. **Speculate.** To examine an idea or process and determine a logical outcome. (3-15-02)~~
- ~~22. **Style.** An accustomed manner or method of creating or performing as sanctioned~~

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by an accepted standard.

(3-15-02)

23. ~~Translate.~~ *To turn into one's own or another language; to change an activity or idea from one (1) form into another.*

(3-15-02)

857. ~~IDAHO HUMANITIES STANDARDS.~~

In order to achieve success, a student of the humanities must gain content knowledge, practice critical thinking skills, and experience personal expression. These standards offer a framework for student's achievement in the arts and humanities and are organized into the three (3) categories of Interdisciplinary Humanities, Visual and Performing Arts, and Foreign Language.

(5-3-03)

01. ~~Interdisciplinary Humanities.~~ *The interdisciplinary humanities standards are based on the assumption that connections exist between the arts and humanities disciplines chronicled through history. Through interdisciplinary study, the student acquires knowledge and skills that promote understanding of these connections as they exist among two (2) or more of the following areas:*

(5-3-03)

a. ~~Literature;~~

(5-3-03)

b. ~~History;~~

(5-3-03)

c. ~~Philosophy;~~

(5-3-03)

d. ~~Architecture;~~

(5-3-03)

e. ~~Music;~~

(5-3-03)

f. ~~Art;~~

(5-3-03)

g. ~~Drama;~~

(5-3-03)

h. ~~Dance;~~

(5-3-03)

i. ~~Foreign language; and~~

(5-3-03)

j. ~~Comparative world religion.~~

(5-3-03)

02. ~~Visual and Performing Arts.~~ *The visual and performing arts standards address four (4) arts disciplines – music, visual art, theatre, and dance. Their scope is K-12, and they address both content and achievement.*

(5-3-03)

03. ~~Foreign Language.~~ *The foreign language standards address basic language acquisition skills of speaking, listening, reading, writing, and observing. In addition, foreign language courses satisfying the humanities core requirement include instruction in cultural context, critical thinking, and performance.*

(5-3-03)

858. ~~INTERDISCIPLINARY HUMANITIES – KINDERGARTEN THROUGH GRADE 3.~~

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~~Interdisciplinary Humanities standards do not apply at these grade levels. (3-15-02)~~

~~859.—865. (RESERVED).~~

~~866. VISUAL AND PERFORMING ARTS — KINDERGARTEN THROUGH GRADE 3,
SECTIONS 867 THROUGH 872.~~

~~867. HISTORICAL AND CULTURAL CONTEXTS OF VISUAL AND PERFORMING
ARTS DISCIPLINES.~~

~~868. STANDARD ONE.~~

~~Demonstrate an understanding of the cultural and historical contexts and interrelationships of the
arts and humanities disciplines among various cultures. (Standards Table Deleted) (5-3-03)~~

~~869. CRITICAL THINKING IN THE VISUAL AND PERFORMING ARTS.~~

~~870. STANDARD TWO.~~

~~Conduct analyses, engage in reasoned dialogue, and demonstrate informed judgment about
philosophical, aesthetic, or ethical arts issues. (Standards Table Deleted) (5-3-03)~~

~~871. ACQUISITION, APPLICATION, AND EXPRESSION OF SPECIFIC CONTENT
KNOWLEDGE AND SKILLS IN THE VISUAL AND PERFORMING ARTS.~~

~~872. STANDARD THREE.~~

~~Communicate in the humanities disciplines through acquisition, application, and creative
expression. (Standards Table Deleted) (5-3-03)~~

~~873.—882. (RESERVED).~~

~~883. FOREIGN LANGUAGE — KINDERGARTEN THROUGH GRADE 3, SECTIONS 884
THROUGH 889.~~

~~884. HISTORICAL AND CULTURAL CONTEXTS OF FOREIGN LANGUAGE STUDY.~~

~~885. STANDARD ONE.~~

~~Demonstrate an understanding of the cultural and historical contexts and interrelationships of the
arts and humanities disciplines among various cultures. (Standards Table Deleted) (3-15-02)~~

~~886. CRITICAL THINKING IN FOREIGN LANGUAGE STUDY.~~

~~887. STANDARD TWO.~~

~~Conduct structural analyses, engage in reasoned dialogue, and demonstrate informed judgment
about philosophical, aesthetic, or ethical arts issues. (Standards Table Deleted) (5-3-03)~~

~~888. ACQUISITION, APPLICATION, AND EXPRESSION OF SPECIFIC CONTENT
KNOWLEDGE AND SKILLS IN FOREIGN LANGUAGE STUDY.~~

~~889. STANDARD THREE.~~

~~Communicate in the humanities disciplines through acquisition, application and creative~~

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expression. (Standards Table Deleted) (5-3-03)

~~890.—891. (RESERVED).~~

~~892. **INTERDISCIPLINARY HUMANITIES—GRADES 4 AND 5.**
Interdisciplinary Humanities standards do not apply at these grade levels. (3-15-02)~~

~~893.—899. (RESERVED).~~

~~900. **VISUAL AND PERFORMING ARTS—GRADES 4 AND 5, SECTIONS 901 THROUGH 906.**~~

~~901. **HISTORICAL AND CULTURAL CONTEXTS OF VISUAL AND PERFORMING ARTS DISCIPLINES.**~~

~~902. **STANDARD ONE.**
Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures. (Standards Table Deleted) (5-3-03)~~

~~903. **CRITICAL THINKING IN THE VISUAL AND PERFORMING ARTS.**~~

~~904. **STANDARD TWO.**
Conduct analyses, engage in reasoned dialogue, and demonstrate informed judgment about philosophical, aesthetic, or ethical arts issues. (Standards Table Deleted) (5-3-03)~~

~~905. **ACQUISITION, APPLICATION, AND EXPRESSION OF SPECIFIC CONTENT KNOWLEDGE AND SKILLS IN THE VISUAL AND PERFORMING ARTS.**~~

~~906. **STANDARD THREE.**
Communicate in the humanities disciplines through acquisition, application, and creative expression. (Standards Table Deleted) (5-3-03)~~

~~907.—916. (RESERVED).~~

~~917. **FOREIGN LANGUAGE—GRADES 4 AND 5, SECTIONS 918 THROUGH 923.**~~

~~918. **HISTORICAL AND CULTURAL CONTEXTS OF FOREIGN LANGUAGE STUDY.**~~

~~919. **STANDARD ONE.**
Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures. (Standards Table Deleted) (3-15-02)~~

~~920. **CRITICAL THINKING IN FOREIGN LANGUAGE STUDY.**~~

~~921. **STANDARD TWO.**
Conduct analyses, engage in reasoned dialogue, and demonstrate informed judgment about philosophical, aesthetic, or ethical arts issues. (Standards Table Deleted) (5-3-03)~~

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~~922. ACQUISITION, APPLICATION, AND EXPRESSION OF SPECIFIC CONTENT KNOWLEDGE AND SKILLS IN FOREIGN LANGUAGE STUDY.~~

~~923. STANDARD THREE:~~

~~Communicate in the humanities disciplines through acquisition, application, and creative expression. (Standards Table Deleted) (3-15-02)~~

~~924.—925. (RESERVED).~~

~~926. INTERDISCIPLINARY HUMANITIES—GRADES 6 THROUGH 8:~~

~~Interdisciplinary Humanities standards do not apply at these grade levels. (3-15-02)~~

~~927.—933. (RESERVED).~~

~~934. VISUAL AND PERFORMING ARTS—GRADES 6 THROUGH 8, SECTIONS 935 THROUGH 940.~~

~~935. HISTORICAL AND CULTURAL CONTEXTS OF VISUAL AND PERFORMING ARTS DISCIPLINES.~~

~~936. STANDARD ONE:~~

~~Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures. (Standards Table Deleted) (3-15-02)~~

~~937. CRITICAL THINKING IN THE VISUAL AND PERFORMING ARTS.~~

~~938. STANDARD TWO:~~

~~Conduct analyses, engage in reasoned dialogue, and demonstrate informed judgment about philosophical, aesthetic, or ethical arts issues. (Standards Table Deleted) (5-3-03)~~

~~939. ACQUISITION, APPLICATION, AND EXPRESSION OF SPECIFIC CONTENT KNOWLEDGE AND SKILLS IN THE VISUAL AND PERFORMING ARTS.~~

~~940. STANDARD THREE:~~

~~Communicate in the humanities disciplines through acquisition, application, and creative expression. (Standards Table Deleted) (5-3-03)~~

~~941.—950. (RESERVED).~~

~~951. FOREIGN LANGUAGE—GRADES 6 THROUGH 8, SECTIONS 952 THROUGH 955.~~

~~952. HISTORICAL AND CULTURAL CONTEXTS OF FOREIGN LANGUAGE STUDY.~~

~~953. STANDARD ONE:~~

~~Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures. (Standards Table Deleted) (3-15-02)~~

~~954. CRITICAL THINKING IN FOREIGN LANGUAGE STUDY.~~

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~~955. STANDARD TWO:~~

~~Conduct analyses, engage in reasoned dialogue, and demonstrate informed judgment about philosophical, aesthetic, or ethical arts issues. (Standards Table Deleted) (5-3-03)~~

~~956. ACQUISITION, APPLICATION, AND EXPRESSION OF SPECIFIC CONTENT KNOWLEDGE AND SKILLS IN FOREIGN LANGUAGE STUDY:~~

~~957. STANDARD THREE:~~

~~Communicate in the humanities disciplines through acquisition, application, and creative expression. (Standards Table Deleted) (5-3-03)~~

~~958. — 959. (RESERVED):~~

~~960. INTERDISCIPLINARY HUMANITIES — GRADES 9 THROUGH 12, SECTIONS 961 THROUGH 966:~~

~~961. HISTORICAL AND CULTURAL CONTEXTS OF INTERDISCIPLINARY HUMANITIES:~~

~~962. STANDARD ONE:~~

~~Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures. (Standards Table Deleted) (5-3-03)~~

~~963. CRITICAL THINKING IN INTERDISCIPLINARY HUMANITIES:~~

~~964. STANDARD TWO:~~

~~Conduct analyses, engage in reasoned dialogue, and demonstrate informed judgment about philosophical, aesthetic, or ethical arts issues. (Standards Table Deleted) (5-3-03)~~

~~965. ACQUISITION, APPLICATION, AND EXPRESSION OF SPECIFIC CONTENT KNOWLEDGE AND SKILLS IN THE INTERDISCIPLINARY HUMANITIES:~~

~~966. STANDARD THREE:~~

~~Communicate in the humanities disciplines through acquisition, application, and creative expression. (Standards Table Deleted) (5-3-03)~~

~~967. — 968. (RESERVED):~~

~~969. VISUAL AND PERFORMING ARTS — GRADES 9 THROUGH 12, SECTIONS 970 THROUGH 975:~~

~~970. HISTORICAL AND CULTURAL CONTEXTS OF VISUAL AND PERFORMING ARTS DISCIPLINES:~~

~~971. STANDARD ONE:~~

~~Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures. (Standards Table Deleted) (5-3-03)~~

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~~972. CRITICAL THINKING IN THE VISUAL AND PERFORMING ARTS.~~

~~973. STANDARD TWO.~~

~~Conduct analyses, engage in reasoned dialogue, and demonstrate informed judgment about philosophical, aesthetic, or ethical arts issues. (Standards Table Deleted) (5-3-03)~~

~~974. ACQUISITION, APPLICATION, AND EXPRESSION OF SPECIFIC CONTENT KNOWLEDGE AND SKILLS IN THE VISUAL AND PERFORMING ARTS.~~

~~975. STANDARD THREE.~~

~~Communicate in the humanities disciplines through acquisition, application, and creative expression. (Standards Table Deleted) (5-3-03)~~

~~976.—986. (RESERVED).~~

~~987. FOREIGN LANGUAGE — GRADES 9 THROUGH 12, SECTIONS 988 THROUGH 993.~~

~~988. HISTORICAL AND CULTURAL CONTEXTS OF FOREIGN LANGUAGE STUDY.~~

~~989. STANDARD ONE.~~

~~Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures. (Standards Table Deleted) (5-3-03)~~

~~990. CRITICAL THINKING IN FOREIGN LANGUAGE STUDY.~~

~~991. STANDARD TWO.~~

~~Conduct analyses, engage in reasoned dialogue, and demonstrate informed judgment about philosophical, aesthetic, or ethical arts issues. (Standards Table Deleted) (5-3-03)~~

~~992. ACQUISITION, APPLICATION, AND EXPRESSION OF SPECIFIC CONTENT KNOWLEDGE AND SKILLS IN FOREIGN LANGUAGE STUDY.~~

~~993. STANDARD THREE.~~

~~Communicate in the humanities disciplines through acquisition, application, and creative expression. (Standards Table Deleted) (5-3-03)~~

~~994.—998. (RESERVED).~~

~~999. GIFTED AND TALENTED PROGRAMS.~~

~~01. Definitions.~~ ~~The following definitions apply only to Section 999 of these rules. (3-15-02)~~

~~a.~~ ~~Department. State Department of Education. (3-30-01)~~

~~b.~~ ~~District. Local school district. (3-30-01)~~

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~~c. Gifted/talented children. Those students who are identified as possessing demonstrated or potential abilities that give evidence of high performing capabilities in intellectual, creative, specific academic or leadership areas, or ability in the performing or visual arts and who require services or activities not ordinarily provided by the school in order to fully develop such capabilities Section 33-2001, Idaho Code. (3-30-01)~~

~~d. Governing gifted and talented educational requirements. Sections 33-201, 33-2001, 33-2003, Idaho Code. (3-30-01)~~

~~02. **Legal Compliance.** The State Department of Education and districts shall comply with all governing gifted and talented education requirements. (3-30-01)~~

~~03. **District Plan.** Each school district shall develop and write a plan for its gifted and talented program. The plan shall be submitted to the Department no later than October 15, 2001. The plan shall be updated and submitted every three (3) years thereafter and shall include: (3-30-01)~~

~~a. Philosophy statement. (3-30-01)~~

~~b. Definition of giftedness. (3-30-01)~~

~~c. Program goals. (3-30-01)~~

~~d. Program options. (3-30-01)~~

~~e. Identification procedures. (3-30-01)~~

~~f. Program evaluation. (3-30-01)~~

~~04. **Screening.** The district's process for identifying gifted and talented students shall include the following steps: (3-30-01)~~

~~a. The district shall screen all potentially gifted and talented students to ensure they have an opportunity to be considered; and (3-30-01)~~

~~b. The district shall assess those students meeting the screening criteria and gather additional information concerning their specific aptitudes and educational needs; and (3-30-01)~~

~~c. The district shall match student needs with appropriate program options. (3-30-01)~~

~~05. **Assessment.** Placement decisions shall not be determined by a single criterion (for instance, test scores, other measurement, teacher recommendation, or nomination). The district's identification process shall use multiple indicators of giftedness with information obtained through the following methods and sources: (3-30-01)~~

~~a. Procedures for obtaining information about students shall include formal assessment methods, such as group and individual tests of achievement, general ability, specific~~

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~~aptitudes and creativity.~~

~~(3-30-01)~~

~~**b.** Procedures for obtaining information about students shall also include informal assessment methods, such as checklists, rating scales, pupil product evaluations, observations, nominations, biographical data, questionnaires, interviews and grades.~~

~~(3-30-01)~~

~~**c.** Information about students shall be obtained from multiple sources, such as teachers, counselors, peers, parents, community members, subject area experts, and the students themselves.~~

~~(3-30-01)~~

~~**06. Administration.** The district shall designate a certificated staff person to be responsible for development, supervision, and implementation of the gifted and talented program.~~

~~(3-30-01)~~

EDUCATION COMMITTEE

IDAPA 08 - RULES OF THE STATE BOARD OF EDUCATION

08.02.03 - RULES GOVERNING THOROUGHNESS

DOCKET NO. 08-0203-0604

NOTICE OF RULEMAKING - ADOPTION OF PENDING RULE

EFFECTIVE DATE: This rule has been adopted by the agency and is now pending review by the 2007 Idaho State Legislature for final approval. The pending rule becomes final and effective at the conclusion of the legislative session, unless the rule is approved, rejected, amended or modified by concurrent resolution in accordance with Section 67-5224 and 67-5291, Idaho Code. If the pending rule is approved, amended or modified by concurrent resolution, the rule becomes final and effective upon adoption of the concurrent resolution or upon the date specified in the concurrent resolution.

AUTHORITY: In compliance with Section 67-5224, Idaho Code, notice is hereby given that this agency has adopted a pending rule. The action is authorized pursuant to Section(s) 33-105 and 33-1612, Idaho Code.

DESCRIPTIVE SUMMARY: The following is a concise explanatory statement of the reasons for adopting the pending rule and a statement of any change between the text of the proposed rule and the text of the pending rule with an explanation of the reasons for the change.

Alternative secondary programs provide special instructional courses and offer special services to eligible at-risk youth to enable them to earn a high school diploma. Specific student eligibility qualifications are set forth in State Board Rule, IDAPA 08.02.03.110.01. Students who have been in a Limited English Proficiency (LEP) program for less than 3 years are at a greater risk of failing classes, not passing the ISAT, and possibly dropping out of school. These students may have increased difficulty in comprehending the curriculum material due to their English language skills. By including the subgroup of LEP students in the definition of “at-risk youth,” these students will have access to additional acceleration services that will assist them not only in their English language acquisition but also will increase their ability to participate fully in the classroom.

The pending rule is being adopted as proposed. The complete text of the proposed rule was published in the October 4, 2006 Idaho Administrative Bulletin, Vol. 06-10, pages 114 through 116.

FISCAL IMPACT: The following is a specific description, if applicable, of any negative fiscal impact on the state general fund greater than ten thousand dollars (\$10,000) during the fiscal year: N/A

ASSISTANCE ON TECHNICAL QUESTIONS: For assistance on technical questions concerning this pending rule, contact Dr. Jana Jones (208)-332-6810 or Wendy St. Mitchell (208) 332-1586.

DATED this 1st day of November, 2006.

EDUCATION COMMITTEE

STATE BOARD OF EDUCATION
Rules Governing Thoroughness

Docket No. 08-0203-0604
PENDING RULE

THIS NOTICE WAS PUBLISHED WITH THE PROPOSED RULE

AUTHORITY: In compliance with Section 67-5221(1), Idaho Code, notice is hereby given that this agency has initiated proposed rulemaking procedures. The action is authorized pursuant to Section(s) 33-105 and 33-1612, Idaho Code.

PUBLIC HEARING SCHEDULE: Public hearing(s) concerning this rulemaking will be scheduled if requested in writing by twenty-five (25) persons, a political subdivision, or an agency, not later than October 18, 2006.

The hearing site(s) will be accessible to persons with disabilities. Requests for accommodation must be made not later than five (5) days prior to the hearing, to the agency address below.

DESCRIPTIVE SUMMARY: The following is a nontechnical explanation of the substance and purpose of the proposed rulemaking:

Alternative secondary programs provide special instructional courses and offer special services to eligible at-risk youth to enable them to earn a high school diploma. Specific student eligibility qualifications are set forth in State Board Rule, IDAPA 08.02.03.110.01. Students who have been in an Limited English Proficiency (LEP) program for less than 3 years are at a greater risk of failing classes, not passing the ISAT, and possibly dropping out of school. These students may have increased difficulty in comprehending the curriculum material due to their English language skills. By including the subgroup of LEP students in the definition of “at-risk youth”, these students will have access to additional acceleration services that will assist them not only in their English language acquisition but also will increase their ability to participate fully in the classroom.

FEE SUMMARY: The following is a specific description of the fee or charge imposed or increased: N/A

FISCAL IMPACT: The following is a specific description, if applicable, of any negative fiscal impact on the state general fund greater than ten thousand dollars (\$10,000) during the fiscal year resulting from this rulemaking: N/A

NEGOTIATED RULEMAKING: Pursuant to IDAPA 04.11.01.811, negotiated rulemaking was not conducted because this was written at the request of school district administrators and with the approval of the Limited English Proficiency Program Manager from the State Board of Education and staff from the Idaho Department of Education.

ASSISTANCE ON TECHNICAL QUESTIONS, SUBMISSION OF WRITTEN COMMENTS: For assistance on technical questions concerning the proposed rule, contact Dr. Jana Jones (208) 332-6810 or Wendy St. Michell (208) 332-1586.

Anyone may submit written comments regarding this proposed rulemaking. All written comments must be directed to the undersigned and must be delivered on or before October 25, 2006.

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STATE BOARD OF EDUCATION
Rules Governing Thoroughness

Docket No. 08-0203-0604
PENDING RULE

DATED this 15th day of August, 2006.

Karen Echeverria
Deputy Director
Idaho State Board of Education
650 W. State Street
PO Box 83720
Boise, ID 83720-0027
Phone: (208) 332-1567
Fax: (208) 334-2632

THE FOLLOWING IS THE TEXT OF THE PENDING RULE

110. ALTERNATIVE SECONDARY PROGRAMS (SECTION 33-1002; 33-1002C; 33-1002F, IDAHO CODE).

Alternative secondary programs are those that provide special instructional courses and offer special services to eligible at-risk youth to enable them to earn a high school diploma. Some designated differences must be established between the alternative school programs and the regular secondary school programs. Alternative secondary school programs will include course offerings, teacher/pupil ratios and evidence of teaching strategies that are clearly designed to serve at-risk youth as defined in this section. Alternative high school programs conducted during the regular school year will be located on a separate site from the regular high school facility or be scheduled at a time different from the regular school hours. (4-1-97)

01. Student Qualifications. An at-risk youth is any secondary student grade seven through twelve (7-12) who meets any three (3) of the following criteria, Subsections 110.01.a. through 110.01.ef., or any one (1) of criteria in Subsections 110.01.fg. through 110.01.hm. ~~(4-5-00)~~(____)

- a. Has repeated at least one (1) grade. (4-1-97)
- b. Has absenteeism that is greater than ten percent (10%) during the preceding semester. (4-1-97)
- c. Has an overall grade point average that is less than 1.5 (4.0 scale) prior to enrolling in an alternative secondary program. (4-1-97)
- d. Has failed one (1) or more academic subjects. (4-1-97)
- e. Is two (2) or more semester credits per year behind the rate required to graduate. (4-1-97)
- f. Is a limited English proficient student who has not been in a program more than three (3) years. (____)

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- fg.** Has substance abuse behavior. (4-1-97)
- gh.** Is pregnant or a parent. (4-1-97)
- hi.** Is an emancipated youth. (4-1-97)
- ij.** Is a previous dropout. (4-1-97)
- jk.** Has serious personal, emotional, or medical problems. (4-1-97)
- kl.** Is a court or agency referral. (4-1-97)
- lm.** Upon recommendation of the school district as determined by locally developed criteria for disruptive student behavior. (4-1-97)
- 02. Instruction.** Special instruction courses for at-risk youth enrolled in an alternative secondary program will include: (4-1-97)

 - a.** Academic skills that include language arts and communication, mathematics, science, and social studies that meet or exceed minimum state standards. (4-1-97)
 - b.** A personal and career counseling component. (4-1-97)
 - c.** A physical fitness/personal health component. (4-1-97)
 - d.** A state division approved vocational-technical component. (4-1-97)
 - e.** A child care component with parenting skills emphasized. (4-1-97)
- 03. Graduation Credit.** Graduation credit may be earned in the following areas: academic subjects, electives, and approved work-based learning experiences. Nonacademic courses, i.e., classroom and office aides do not qualify for credit unless they are approved work-based learning experiences. (4-5-00)
- 04. Special Services.** Special services, where appropriate for at-risk youth enrolled in alternative secondary programs, include the following where appropriate: (4-1-97)

 - a.** A day care center when enrollees are also parents. This center should be staffed by a qualified child care provider. (4-1-97)
 - b.** Direct social services that may include officers of the court, social workers, counselors/psychologists. (4-1-97)

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IDAPA 08 - STATE BOARD OF EDUCATION

08.02.03 - RULES GOVERNING THOROUGHNESS

DOCKET NO. 08-0203-0605

NOTICE OF RULEMAKING - ADOPTION OF PENDING RULE

EFFECTIVE DATE: This pending rule has been adopted by the agency and is now pending review by the 2007 Idaho State Legislature for final approval. The pending rule becomes final and effective at the conclusion of the legislative session, unless the rule is approved, rejected, amended or modified by concurrent resolution in accordance with Section 67-5224 and 67-5291, Idaho Code. If the pending rule is approved, amended or modified by concurrent resolution, the rule becomes final and effective upon adoption of the concurrent resolution or upon the date specified in the concurrent resolution.

AUTHORITY: In compliance with Section 67-5224, Idaho Code, notice is hereby given that this agency has adopted a pending rule. The action is authorized pursuant to Sections 33-105, 33-118, 33-1612, Idaho Code.

DESCRIPTIVE SUMMARY: The following is a concise explanatory statement of the reasons for adopting the pending rule and a statement of any change between the text of the proposed rule and the text of the pending rule with an explanation of the reasons for the change.

The State Board of Education's research indicates that increased rigor and relevancy in high school helps students to be better prepared for the workforce and post secondary education including professional technical education. These rule amendments will reflect appropriate expectations for all high school students to help them succeed in whatever path they choose after high school.

The proposed rule amendments will increase the total number of credits required to graduate from high school from 42 to 46 starting with the graduating class of 2013. The amendments will increase the math requirements from 4 credits to 6 and the science requirements from 4 credits to 6 starting with the graduating class of 2013. Students will be required to complete Algebra I and Geometry classes or courses that meet Algebra I and Geometry standards. The amendments also require students to take the ACT, SAT, or COMPASS test in the 11th grade, and to complete a Senior Project. Finally, the rules require all school districts to provide at least one Advanced Opportunity available to all students.

Pursuant to Section 67-5228, Idaho Code, amendments have been made to the rule based on public comment and to clarify the rule. The amendments are being published with this Notice of Rulemaking as part of the pending rule.

Only the sections that have changes differ from the proposed text are printed in this bulletin. The original text of the proposed rule was published in the October 4, 2006 Idaho Administrative Bulletin, Vol. 10-06, pages 117 through 122.

FISCAL IMPACT: The following is a specific description, if applicable, of any negative fiscal impact on the state general fund greater than ten thousand dollars (\$10,000) during the fiscal year:

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The fiscal impact for FY 08 will be approximately \$1.5 million in the public education budget, which include \$500,000 for teacher training and professional development, \$500,000 for increasing Advanced Learning Opportunities and \$500,000 for increasing the capacity of Idaho Distance Learning Academy (IDLA). The State Board is currently developing additional information to determine the annual fiscal impact when the rule becomes effective for the graduating class of 2013.

The long-term positive fiscal impact to the state will be a decreased need for remedial math and science courses in high schools and colleges. Studies have shown that there is a direct correlation with the number of remedial courses a student takes and the likelihood of a student completing college. There should also be increases in the number of students entering college with credits from AP and dual credit courses decreasing the costs for students to complete degrees and decreasing the cost of postsecondary institutions.

ASSISTANCE ON TECHNICAL QUESTIONS: For assistance on technical questions concerning the pending rule, contact Christine Ivie 208-332-1577.

DATED this 1st day of November, 2006.

THIS NOTICE WAS PUBLISHED WITH THE PROPOSED RULE

AUTHORITY: In compliance with Section 67-5221(1), Idaho Code, notice is hereby given that this agency has initiated proposed rulemaking procedures. The action is authorized pursuant to Sections 33-105, 33-118, 33-1612, Idaho Code.

PUBLIC HEARING SCHEDULE: The SBOE will conduct five (5) statewide public hearings. The public hearings will take place from 11:00 am - 8:00 pm on October 17th, at the following locations:

**Blackfoot School District
Board Room
270 E Bridge St
Blackfoot, Idaho**

**Boise State University
Student Union Building, Hatch A
1910 University Drive
Boise, Idaho**

**North Idaho College
Driftwood Bldg, Bay Rm
1000 W Garden Ave
Coeur d' Alene, Idaho**

**University of Idaho
JA Albertson Building
Michael Boardroom (Room 311)
645 W Pullman Hwy
Moscow, Idaho**

**College of Southern Idaho
Student Union Building, Rm 248
315 Falls Ave
Twin Falls, Idaho**

The hearing site(s) will be accessible to persons with disabilities. Requests for accommodation must be made not later than five (5) days prior to the hearing, to the agency address below.

DESCRIPTIVE SUMMARY: The following is a nontechnical explanation of the substance and purpose of the proposed rulemaking:

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The State Board of Education's research indicates that increased rigor in high school helps students to be better prepared for the workforce and post secondary education including professional technical education. These rule amendments will reflect appropriate expectations for all high school students to help them succeed in whatever path they choose after high school.

The proposed rule amendments will increase the total number of credits required to graduate from high school from 42 to 46 starting with the graduating class of 2013. The amendments will increase the math requirements from 4 credits to 6 and the science requirements from 4 credits to 6 starting with students who enter the 9th grade in the fall of 2009. The amendments also require students to take the ACT, SAT, or COMPASS test in the 11th grade, and to complete a Senior Project. Finally, the rules require all school districts to provide at least one Advanced Opportunity for all students.

FEE SUMMARY: The following is a specific description of the fee or charge imposed or increased: N/A

FISCAL IMPACT: The following is a specific description, if applicable, of any negative fiscal impact on the state general fund greater than ten thousand dollars (\$10,000) during the fiscal year as a result of this rulemaking:

The fiscal impact for FY 08 will be approximately \$2 million, which include \$1 million for teacher training and professional development and \$1 million for increasing Advanced Learning Opportunities. The State Board is currently developing additional information to determine the annual fiscal impact when the rule becomes effective for the graduating class of 2013.

The long-term positive fiscal impact to the state will be a decreased need for remedial math and science courses in high schools and colleges. Studies have shown that there is a direct correlation with the number of remedial courses a student takes and the likelihood of a student completing college. There should also be increases in the number of students entering college with credits from AP and dual credit courses decreasing the costs for students to complete degrees and decreasing the cost of postsecondary institutions.

NEGOTIATED RULEMAKING: Pursuant to IDAPA 04.11.01.811, negotiated rulemaking was conducted. The State Board of Education held a series of 13 focus forum around the state during the month of July in which more than 450 individuals participated including stakeholders from education, business, parents, community leaders and legislators. The State Board of Education took into account the comments they received during the focus forums and drafted the rule based on those comments.

ASSISTANCE ON TECHNICAL QUESTIONS, SUBMISSION OF WRITTEN COMMENTS: For assistance on technical questions concerning the proposed rule, contact Christine Ivie at 332-1577.

Anyone may submit written comments regarding this proposed rulemaking. All written comments must be directed to the undersigned and must be delivered on or before October 25, 2006.

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DATED this 10th day of August, 2006.

Karen L. Echeverria, Deputy Director
State Board of Education - 650 West State Street
PO Box 83720-0037, Boise, ID 83720-0037
(208) 332-1567 phone / (208) 334-2632 FAX

THE FOLLOWING IS THE TEXT OF THE PENDING RULE

105. GRADUATION FROM HIGH SCHOOL.

A student must meet all of the following requirements before the student will be eligible to graduate from an Idaho high school: (4-11-06)

01. Credit Requirements. (____)

a. (Effective for all students that graduate prior to January 1, 2013.) Each students shall demonstrate achievement in the CORE and other required subjects to include forty-two (42) semester credits, one (1) semester equaling one-half (1/2) year. ~~(6-15-06) F(____)~~

b. (Effective for all students that enter the ninth grade in the fall of 2009 or later.) Each student shall complete the requirements found in Section 107 and other subjects to include forty-six (46) semester credits, one (1) semester equaling one-half (1/2) year. (____)

02. Achievement Standards. Each student shall meet locally established subject area achievement standards (using state standards as minimum requirements) demonstrated through various measures of accountability including examinations or other measures. (4-11-06)

03. Proficiency (Effective January 1, 2006). Each student shall achieve a proficient or advanced score on the High School Idaho Standards Achievement Test (ISAT) in order to graduate. A student who does not attain at least a proficient score prior to graduation may appeal to the school district or LEA, and, at the discretion of the school district or LEA, may be given an opportunity to demonstrate proficiency of the achievement standards through some other locally established mechanism. All locally established mechanisms used to demonstrate proficiency shall be forwarded to the State Board of Education for review and information. (4-11-06)

a. Before appealing to the school district or LEA for an alternate measure, the student must be: (4-11-06)

i. Enrolled in a special education program and have an Individual Education Plan (IEP), or (3-20-04)

ii. Enrolled in an Limited English Proficient (LEP) program for three (3) academic years or less, or (3-20-04)

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- iii. Enrolled in the fall semester of the senior year. (3-20-04)
- b. The measure must be aligned at a minimum to tenth grade state content standards; (3-20-04)
- c. The measure must be aligned to the state content standards for the subject matter in question; (3-20-04)
- d. The measure must be valid and reliable; and (3-20-04)
- e. Ninety percent (90%) of the criteria of the measure, or combination of measures, must be based on academic proficiency and performance. (3-20-04)

04. Foreign Exchange Students. Foreign exchange students may be eligible for graduation by completing a comparable program as approved by the school district or LEA (4-11-06)

05. Special Education Students. A student who is eligible for special education services under the Individuals With Disabilities Education Improvement Act must, with the assistance of the student's Individualized Education Program (IEP) team, refer to the current Idaho Special Education Manual for guidance in addressing graduation requirements. (4-11-06)

106. ~~(RESERVED)~~ ADVANCED OPPORTUNITIES (EFFECTIVE JULY 1, 2008).
All high schools in Idaho shall be required to provide Advanced Opportunities, as defined in Subsection 007.01, or provide opportunities for students to take courses at the postsecondary campus. ()

107. HIGH SCHOOL GRADUATION REQUIREMENTS.

01. Requirements. (Effective for all students that graduate prior to January 31, 2013.) The State minimum graduation requirement for all Idaho public high schools is forty-two (42) semester credits and a proficient or advanced score on the ISAT (effective January 1, 2006). The core of instruction required by the State Board of Education is twenty-five (25) semester credits. Local school districts may establish graduation requirements beyond the state minimum. The local school district has the responsibility to provide education opportunities that meet the needs of students in both academic and professional-technical areas. It is the intent of the State Board of Education to give local school districts the flexibility to provide rigorous and challenging curriculum that is consistent with the needs of students and the desire of their local patrons. (6-15-06)F()

02. Requirements. (Effective for all students that enter the ninth grade in the fall of 2009 or later.) The State minimum graduation requirement for all Idaho public high schools requires that a student take a minimum of forty-six (46) semester credits and achieve a proficient or advanced score on the ISAT. ()

a. Twenty-nine (29) semester credits are required as listed in Subsections 107.03 through 107.08; and ()

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- b.** A minimum of seventeen (17) elective credits. ()
- c.** All credit-bearing classes must be aligned with state high school standards in the content areas for which standards exist. ()
- d.** Local school districts or LEAs may establish graduation requirements beyond the state minimum. The local school district or LEA has the responsibility to provide educational opportunities that meet the needs of students in both academic and professional technical areas. It is the intent of the State Board of Education to give local school districts the flexibility to provide rigorous and challenging curriculum that is consistent with the needs of students and the desire of their local patrons. ()

023. Secondary Language Arts and Communication. ~~*(Nine eight (98) credits required with instruction in communications including oral communication and technological applications); that*~~ includes four (4) years of instruction in English, each year will consist of language study, composition, and literature. ~~*One (1) credit of instruction in communications including oral communication and technological applications that includes a course in speech, or a course in debate will fulfill one (1) credit of the nine (9) credit requirement, or a sequence of instructional activities that meet the state high school communications standards requirements.*~~
(7-1-00)()

034. Mathematics ~~and Science.~~ ()

a. Mathematics. (Effective for all students that graduate prior to January 31, 2013.) Eight (8) credits required, a minimum of four (4) credits in math and four (4) credits in science, two (2) of which will be laboratory based. Secondary mathematics includes Applied Mathematics, Business Mathematics, Algebra, Geometry, Trigonometry, Fundamentals of Calculus, Probability and Statistics, Discrete Mathematics, and courses in mathematical problem solving and reasoning. Secondary sciences will include instruction in applied sciences, earth and space sciences, physical sciences, and life sciences. (6-15-06)F()

b. Mathematics. (Effective for all students that enter the ninth grade in the fall of 2009 or later.) Six (6) credits required. Secondary mathematics shall include instruction in the following areas: ()

i. Two (2) semesters of Algebra I or courses that meet Algebra I standards as approved by the State Department of Education; ()

ii. Two (2) semesters of Geometry or courses that meet Geometry standards as approved by the State Department of Education; and ()

iii. Two (2) semesters of mathematics of the student's choice. ()

iv. Two (2) semesters of the required six (6) credits of mathematics must be taken in the last year of high school. ()

c. If a student completes any required high school course with a grade of C or higher

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before entering grade nine (9), and if that course meets the same standards that are required in high school, then the student has met the high school content area requirement. However the student must complete six (6) credits of high school math in addition to the courses completed in middle school. ()

05. Science. (Effective for all students that enter the ninth grade in the fall of 2009 or later.) Six (6) credits required. ()

a. Secondary sciences shall include instruction in the following areas: ()

i. Biology; ()

ii. Physical science or chemistry; and ()

iii. Earth, space, environment, or approved applied science. ()

b. Four (4) credits of courses outlined in Subsection 107.05.a. must be laboratory based. ()

c. If a student completes any required high school course with a grade of C or higher before entering grade nine (9), and if that course meets the same standards that are required in high school, then the student has met the high school content area requirement. However, the student must complete six (6) credits of high school science in addition to the courses completed in middle school. ()

046. Social Studies. (Five (5) credits required), including government (two (2) credits), United States history (two (2) credits), and economics (one (1) credit). Current world affairs and geography will be integrated into all social studies instruction. Courses such as geography, sociology, world affairs, and world history may be offered as electives, not to be counted as a social studies requirement. (4-11-06)

057. Humanities. (Two (2) credits required). A course in interdisciplinary humanities, visual and performing arts, or world language. Other courses such as literature, history, philosophy, architecture, or comparative world religions may satisfy the humanities standards if the course syllabus is approved by the State Department of Education as being aligned with the Humanities Standards. (4-11-06)

068. Health/Wellness. (One (1) credit required). A course focusing on positive health habits. (7-1-00)

09. College Entrance Examination. (Effective for all students that enter the ninth grade in the fall of 2009 or later.) A student must take one (1) of the following college entrance examinations before the end of the student's eleventh grade year: COMPASS, ACT or SAT. Scores must be included in the Learning Plan. ()

10. Senior Project. (Effective for all students that enter the ninth grade in the fall of 2009 or later.) A student shall complete a senior project that shall include a research paper and oral presentation by the end of grade twelve (12). ()

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~~0711~~. Assessment. A student must achieve a proficient or advanced score on the ISAT. A student is not required to achieve a proficient or advanced score on the ISAT if: (4-11-06)

a. A student received a proficient or advanced scored on an exit exam from another state that requires a standards-based exam for graduation. The state's exit exam shall be approved by the State Board of Education, and must measure skills at the tenth grade level or above and be in comparable subject areas to the ISAT; (4-11-06)

b. A student appeals for another measure approved by a school district or LEA as outlined in Subsection 105.03; or (4-11-06)

c. A student has an IEP that outlines alternate requirements for graduation. (4-11-06)

d. The requirement will be phased in providing the following exemptions for the calendar year of 2006 and 2007. (4-11-06)

i. Calendar year of 2006. A student is not required to achieve a proficient or advanced score on the ISAT if: (4-11-06)

(1) A student took the ISAT and was within six (6) Rasch Units (RIT points) of proficiency; (4-11-06)

(2) A student has a score of seventeen (17) on the ACT or two hundred (200) on the SAT in English and a score of nineteen (19) on the ACT or four hundred sixty (460) on the SAT in Math; (4-11-06)

(3) A student has an IEP that outlines alternate requirements for graduation; (4-11-06)

(4) A student is considered an LEP student through a score determined on the state language proficiency test and has been in an LEP program for three (3) academic years or less; (4-11-06)

(5) A student received a proficient or advanced score on an exit exam from another state that requires a standards-based exam for graduation. The state exit exams must be approved by the State Board of Education, measure skills at the tenth grade level or above and be in comparable subject areas to the ISAT; or (4-11-06)

(6) A student appeals for another measure approved by the school district or LEA as outlined in Subsection 105.03. (4-11-06)

ii. Calendar year of 2007 ~~and subsequent classes~~. A student is not required to achieve a proficient or advanced score on the ISAT if: ~~(4-11-06)~~(____)

(1) A student took the ISAT and was within three (3) RIT points of proficiency; (4-11-06)

(2) A student has an IEP that outlines alternate requirements for graduation or

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adaptations are recommended on the test; (4-11-06)

(3) A student is considered an LEP student through a score determined on a language proficiency test and has been in an LEP program for three (3) academic years or less; (4-11-06)

(4) A student received a proficient or advanced score on an exit exam from another state that requires a standards-based exam for graduation. The state exit exams must be approved by the State Board of Education, measure skills at the tenth grade level or above and be in comparable subject areas to the ISAT; or (4-11-06)

(5) A student appeals for another measure approved by the school district or LEA as outlined in Subsection 105.03. (4-11-06)

iii. Calendar year of 2008 and subsequent classes. A student is not required to achieve a proficient or advanced score on the ISAT if: ()

(1) A student has an IEP that outlines alternate requirements for graduation or adaptations are recommended on the test; ()

(2) A student is considered an LEP student through a score determined on a language proficiency test and has been in an LEP program for three (3) academic years or less; ()

(3) A student received a proficient or advanced score on an exit exam from another state that requires a standards-based exam for graduation. The state exit exams must be approved by the State Board of Education, measure skills at the tenth grade level or above and be in comparable subject areas to the ISAT; or ()

(4) A student appeals for another measure approved by the school district or LEA as outlined in Subsection 105.03. ()

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IDAPA 08 - STATE BOARD OF EDUCATION

08.02.03 - RULES GOVERNING THOROUGHNESS

DOCKET NO. 08-0203-0606

NOTICE OF RULEMAKING - ADOPTION OF PENDING RULE

EFFECTIVE DATE: The effective date of the amendment to the temporary rule is November 1, 2006. This pending rule has been adopted by the agency and is now pending review by the 2007 Idaho State Legislature for final approval. The pending rule becomes final and effective at the conclusion of the legislative session, unless the rule is approved, rejected, amended or modified by concurrent resolution in accordance with Section 67-5224 and 67-5291, Idaho Code. If the pending rule is approved, amended or modified by concurrent resolution, the rule becomes final and effective upon adoption of the concurrent resolution or upon the date specified in the concurrent resolution.

AUTHORITY: In compliance with Section 67-5224, Idaho Code, notice is hereby given that this agency has adopted a pending rule. The action is authorized pursuant to Sections 33-105 and 33-110, Idaho Code.

DESCRIPTIVE SUMMARY: The following is a concise explanatory statement of the reasons for adopting the pending rule and a statement of any change between the text of the proposed rule and the text of the pending rule with an explanation of the reasons for the change.

Revised English Language Development Standards. Title III of the No Child Left Behind Act of 2001 mandates that all states develop standards for Limited English Proficiency (LEP) students. The new ELD standards follow the No Child Left Behind (NCLB) Title III guidelines and will enable teachers to use assessment data to design the appropriate learning programs for incoming students and develop consistent measure progresses for each student.

The ELD standards incorporate the language domains of listening, speaking, reading, writing and comprehension. Each standard has a hierarchical organization of a general Standard descriptor, Goals as major skills within a Standard, and specific Objective statements within each Goal.

Limited English Proficiency (LEP) Program Accountability Plan. No Child Left Behind details the accountability component for Limited English Proficient students. There is federal flexibility for states to determine specific targets for student growth. The LEP Program Accountability Plan sets forth the federal requirements and sanctions and details the state determined growth targets. The Accountability plan is a necessary component of state compliance with the U.S. department of Education and district compliance with the state.

The LEP Accountability plan details the Title III federal requirements set forth for districts running Title III- LEP programs. Part I of the plan details NCLB requirements. Part II details the state developed annual objectives/targets and definitions. Part III details the sanctions and procedures for LEAs.

The three components and applicable targets included in the Title III Annual Measurable Achievement Objectives (AMAOs) are:

AMAO #1: Annual increases in the percent or number of LEP students making progress in

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acquiring English language proficiency, as determined by the IELA: English Language “Progress.”

AMAO #2: Annual increases in the percent or number of LEP students attaining English language proficiency by the end of the school year, as determined by the IELA: English Language “Proficiency.”

AMAO #3: LEA determination for making AYP (adequate yearly progress) on the spring ISAT for LEP students.

ISAT and IELA Cut Scores. Cut scores are the points where a student on the borderline between on performance level and the next no longer has a .67% chance of answering the items correctly.

The SBOE had a five day process by which cut scores were established. An independent standard setting process was used in order to be able to best balance Peer Review requirements with the desire for school districts to retain longitudinal data continuity. Several participants each for Math and Reading were chosen from a pool of experienced educators in Idaho. Other personnel included a Reading Specialist, Math Specialist, three Psychometricians, two Data Analysts, a Project Manager, and a Facilities Manager.

Cut scores were set using a Modified Bookmark technique. This method allowed participants to suggest cut scores for performance levels by inserting a bookmark into an Ordered Item Booklet (OIB), what consists of real test items presented in order from least to most difficult.

Bookmark placement was done in three rounds. During the first round, panelists reviewed the ordered item booklets as a small group and then made their placement decisions individually. Placements were analyzed and impact data presented to the panelists between Round 2 and Round 3. Round 2 began with small-group discussion of the Round 1 placements, continued with across-table discussion of placements, and ended with individual review and (if the panelist wished) adjustment of Round 1 bookmark placement. Round 3 was procedurally identical to Round 2 and allowed panelists the opportunity to resolve any areas of indecision remaining after the first two rounds. The cut scores were then established and the technical report was written.

The pending rule is being amended to include accurate language and to update the effective dates of the incorporated documents. The complete text of the proposed rule was published in the October 4, 2006 Idaho Administrative Bulletin, Vol. 10-06, pages 123 through 125.

FISCAL IMPACT: The following is a specific description, if applicable, of any negative fiscal impact on the state general fund greater than ten thousand dollars (\$10,000) during the fiscal year:

The operational costs for full implementation of these the LEP rules detailed above will be in the form of additional staff time and associated funding for professional development. In order to implement the new English Language Development (ELD) standards, school districts will need to provide professional development training for all teachers in how to incorporate the ELD standards into the classroom. In addition, the sanctions for failure to meet the Accountability plan are that districts would need to change their means of service for LEP students in order to improve student performance. This may cost the districts money as they complete a school improvement or corrective action plan and provide more

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professional development and technical assistance to the teachers. There is no direct fiscal impact regarding the cut scores for the ISAT or the IELA. The indirect fiscal impact would be if a school/district misses AYP.

These costs would depend on each district and how much additional service is provided within the district, in addition to how many staff the district has to train.

ASSISTANCE ON TECHNICAL QUESTIONS: For assistance on technical questions concerning this pending rule, contact Wendy St. Michelle at 332-1586 or Christine Ivie at 332-1577.

DATED this 1st day of November, 2006.

THIS NOTICE WAS PUBLISHED WITH THE TEMPORARY AND PROPOSED RULE

EFFECTIVE DATE: The effective date of the temporary rule is August 10, 2006.

AUTHORITY: In compliance with Sections 67-5221(1) and 67-5226, Idaho Code, notice is hereby given that this agency has adopted a temporary rule, and proposed rulemaking procedures have been initiated. The action is authorized pursuant to Sections 33-105 and 33-110, Idaho Code.

PUBLIC HEARING SCHEDULE: Public hearing(s) concerning this rulemaking will be scheduled if requested in writing by twenty-five (25) persons, a political subdivision, or an agency, not later than October 18, 2006.

The hearing site(s) will be accessible to persons with disabilities. Requests for accommodation must be made not later than five (5) days prior to the hearing, to the agency address below.

DESCRIPTIVE SUMMARY: The following is the required finding and concise statement of its supporting reasons for adopting a temporary rule and a nontechnical explanation of the substance and purpose of the proposed rulemaking:

Revised English Language Development (ELD) Standards. Title III of the No Child Left Behind Act of 2001 mandates that all states develop standards for Limited English Proficiency (LEP) students. The new ELD standards follow the No Child Left Behind (NCLB) Title III guidelines and will enable teachers to design appropriate learning programs for incoming students and develop consistent measures of progress for each student.

The ELD standards incorporate the language domains of listening, speaking, reading, writing and comprehension. Each standard has a hierarchical organization of a general Standard descriptor, Goals as major skills within a Standard, and specific Objective statements within each Goal.

Limited English Proficiency (LEP) Program Accountability Plan. No Child Left Behind details the accountability component for Limited English Proficient students. There is

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federal flexibility for states to determine specific targets for student growth. The LEP Program Accountability Plan sets forth the federal requirements and sanctions and details the state determined growth targets. The Accountability plan is a necessary component of state compliance with the U.S. department of Education and district compliance with the state.

The LEP Accountability plan details the Title III federal requirements set forth for districts running Title III- LEP programs. Part I of the plan details NCLB requirements. Part II details the state developed annual objectives/targets and definitions. Part III details the sanctions and procedures for LEAs.

The three components and applicable targets included in the Title III Annual Measurable Achievement Objectives (AMAOs) are:

AMAO #1: Annual increases in the percent or number of LEP students making progress in acquiring English language proficiency, as determined by the IELA: English Language “Progress”.

AMAO #2: Annual increases in the percent or number of LEP students attaining English language proficiency by the end of the school year, as determined by the IELA: English Language “Proficiency”.

AMAO #3: LEA determination for making AYP (adequate yearly progress) on the spring ISAT for LEP students.

ISAT and IELA Cut Scores. Cut scores are the points where a student on the borderline between on performance level and the next no longer has a .67% chance of answering the items correctly.

The SBOE LEP Program had a three day process by which cut scores were established.

Cut scores were set using a Modified Bookmark technique. This method allowed participants to suggest cut scores for performance levels by inserting a bookmark into an Ordered Item Booklet (OIB), what consists of real test items presented in order from least to most difficult.

Bookmark placement was done in three rounds. During the first round, panelists reviewed the ordered item booklets as a small group and then made their placement decisions individually. Placements were analyzed and impact data presented to the panelists between Round 2 and Round 3. Round 2 began with small-group discussion of the Round 1 placements, continued with across-table discussion of placements, and ended with individual review and (if the panelist wished) adjustment of Round 1 bookmark placement. Round 3 was procedurally identical to Round 2 and allowed panelists the opportunity to resolve any areas of indecision remaining after the first two rounds. The cut scores were then established and the technical report was written.

TEMPORARY RULE JUSTIFICATION: Pursuant to Section(s) 67-5226(1)(b), Idaho Code, the Governor has found that temporary adoption of the rule is appropriate for the

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following reasons:

To be in compliance with amendments to governing law or federal programs.

FEE SUMMARY: Pursuant to Section 67-5226(2), the Governor has found that the fee or charge being imposed or increased is justified and necessary to avoid immediate danger and the fee is described herein: N/A

FISCAL IMPACT: The following is a specific description, if applicable, of any negative fiscal impact on the state general fund greater than ten thousand dollars (\$10,000) during the fiscal year:

The operational costs for full implementation of these the LEP rules detailed above will be in the form of additional staff time and associated funding for professional development. In order to implement the new English Language Development (ELD) standards, school districts will need to provide professional development training for all teachers in how to incorporate the ELD standards into the classroom. In addition, the sanctions for failure to meet the Accountability plan are that districts would need to change their means of service for LEP students in order to improve student performance. This may cost the districts money as they complete a school improvement or corrective action plan and provide more professional development and technical assistance to the teachers.

These costs would depend on each district and how much additional service is provided within the district, in addition to how many staff the district has to train.

NEGOTIATED RULEMAKING: Pursuant to IDAPA 04.11.01.811, negotiated rulemaking was not conducted because these rules need to be in place immediately in order to be in compliance with federal mandates.

ASSISTANCE ON TECHNICAL QUESTIONS, SUBMISSION OF WRITTEN COMMENTS: For assistance on technical questions concerning the temporary and proposed rule, contact Wendy St. Mitchell at 332-1586.

Anyone may submit written comments regarding the proposed rulemaking. All written comments must be directed to the undersigned and must be delivered on or before October 25, 2006.

DATED this 10th day of August, 2006.

Karen L. Echeverria
Deputy Director
State Board of Education
650 West State Street
PO Box 83720-0037, Boise, ID 83720-0037
(208) 332-1567 phone /
(208) 334-2632 FAX

EDUCATION COMMITTEE

STATE BOARD OF EDUCATION
Rules Governing Thoroughness

Docket No. 08-0203-0606
PENDING RULE

FOLLOWING IS THE TEXT OF THE PENDING RULE

004. INCORPORATION BY REFERENCE.

The following documents are incorporated into this rule:

(2-23-06)T

01. The Idaho ~~Achievement~~ Content Standards. The Idaho ~~Achievement~~ *Content* Standards as adopted by the State Board of Education on ~~October 17, 2005~~ *November 1, 2006*. Copies of the document can be found on the State Board of Education website at ~~www.idahoboardofed.org~~ <http://www.boardofed.idaho.gov/index.asp>.

~~(2-23-06)T(8-10-06)T(11-1-06)T~~

02. The Idaho English Language Development Standards. The Idaho English Language Development Standards as adopted by the State Board of Education on August 10, 2006. Copies of the document can be found on the State Board of Education website at <http://www.boardofed.idaho.gov/lep/index.asp>.

(8-10-06)T

03. The Limited English Proficiency Program Annual Measurable Achievement Objectives (AMAOs) and Accountability Procedures. The Limited English Proficiency Program Annual Measurable Achievement Objectives and Accountability Procedures as adopted by the State Board of Education on August 10, 2006. Copies of the document can be found on the State Board of Education website at <http://www.boardofed.idaho.gov/lep/index.asp>.

(8-10-06)T

04. The Idaho English Language Assessment (IELA) ~~Cut-Scores~~ Achievement Standards. The Idaho English Language Assessment (IELA) ~~Cut-Scores~~ *Achievement Standards* as adopted by the State Board of Education on August 10, 2006. Copies of the document can be found on the State Board of Education website at <http://www.boardofed.idaho.gov/lep/index.asp>.

~~(8-10-06)T(11-1-06)T~~

05. The Idaho Standards Achievement Tests (ISAT) ~~Cut-Scores~~ Achievement Standards. ~~Cut-Scores~~ *Achievement Standards* as adopted by the State Board of Education on August 10, 2006. Copies of the document can be found on the State Board of Education website at <http://www.boardofed.idaho.gov/index.asp>.

~~(8-10-06)T(11-1-06)T~~

EDUCATION COMMITTEE

IDAPA 08 - STATE BOARD OF EDUCATION

08.04.01 - RULES GOVERNING THE IDAHO DIGITAL LEARNING ACADEMY

DOCKET NO. 08-0401-0601 (NEW CHAPTER)

NOTICE OF RULEMAKING - ADOPTION OF PENDING RULE

EFFECTIVE DATE: This rule has been adopted by the agency and is now pending review by the 2007 Idaho State Legislature for final approval. The pending rule becomes final and effective at the conclusion of the legislative session, unless the rule is approved, rejected, amended or modified by concurrent resolution in accordance with Sections 67-5224 and 67-5291, Idaho Code. If the pending rule is approved, amended or modified by concurrent resolution, the rule becomes final and effective upon adoption of the concurrent resolution or upon the date specified in the concurrent resolution.

AUTHORITY: In compliance with Section 67-5224, Idaho Code, notice is hereby given that this agency has adopted a pending rule. The action is authorized pursuant to Section(s) 33-5504, 33-5505, and 33-5507, Idaho Code, the Board shall promulgate rules implementing the provisions of Title 33, Chapter 55, Idaho Code.

DESCRIPTIVE SUMMARY: The following is a concise explanatory statement of the reasons for adopting the pending rule and a statement of change between the text of the proposed rule and the text of the pending rule with an explanation of the reasons for the change.

In order to be in compliance with Idaho Code Title 33 Chapter 55, Rules Governing the Idaho Digital Learning Academy needs to be established. The following topics in the legislation are outlined for oversight by the Idaho State Board of Education: 1. Accreditation, Section 33-5504(5), Idaho Code; 2. Accountability, Section 33-5507(3 & 4), Idaho Code; 3. Fees out-of-state and adult learners, Section 33-5505(3), Idaho Code.

The text of the pending rule has been amended in accordance with Section 67-5227, Idaho Code. Only those sections that have changes that differ from the proposed text are printed in this bulletin. The complete text of the proposed rule was published in June 7, 2006 Idaho Administrative Bulletin, Volume 6-06, page 92 through 95.

FISCAL IMPACT: The following is a specific description, if applicable, of any negative fiscal impact on the state general fund greater than ten thousand dollars (\$10,000) during the fiscal year:

There is no fiscal impact for implementing these rules.

ASSISTANCE ON TECHNICAL QUESTIONS: For assistance on technical questions concerning the pending rule, contact Donna Vakili, 208-342-0207.

DATED this October 20, 2006.

THIS NOTICE WAS PUBLISHED WITH THE PROPOSED RULE

AUTHORITY: In compliance with Section 67-5221(1), Idaho Code, notice is hereby given that

EDUCATION COMMITTEE

**STATE BOARD OF EDUCATION
Rules Governing the Idaho Digital Academy**

**Docket No. 08-0401-0601
PENDING RULE**

this agency has initiated proposed rulemaking procedures. The action is authorized pursuant to Section(s) 33-5504, 33-5505, and 33-5507, Idaho Code, the Board shall promulgate rules implementing the provisions of Title 33, Chapter 55, Idaho Code.

PUBLIC HEARING SCHEDULE: Public hearing (s) concerning this rulemaking will be scheduled if requested in writing by twenty-five (25) persons, a political subdivision, or an agency, not later than June 21, 2006.

The hearing site(s) will be accessible to persons with disabilities. Requests for accommodations must be made not later than five (5) days prior to the hearing, to the agency address below.

DESCRIPTIVE SUMMARY: The following is a nontechnical explanation of the substance and purpose of the proposed rulemaking:

In order to be in compliance with Idaho Code Title 33 Chapter 55, rules governing the Idaho Digital Learning Academy need to be established. The following topics in the legislation are outlined for oversight by the Idaho State Board of Education:

1. Accreditation Idaho Code 33-5504 (5);
2. Accountability Idaho Code 33-5507 (3 & 4);
3. Fees out-of-state and adult learners Idaho Code 33-5505 (3).

FEE SUMMARY: The following is a specific description of the fee or charge imposed or increased: N/A

FISCAL IMPACT: The following is a specific description, if applicable, of any negative fiscal impact on the state general fund greater than ten thousand dollars (\$10,000) during the fiscal year: N/A

NEGOTIATED RULEMAKING: Pursuant to IDAPA 04.11.01.811, negotiated rulemaking was not conducted because the rules are not controversial and were approved by the Idaho Digital Learning Academy's Board of Directors.

ASSISTANCE ON TECHNICAL QUESTIONS: For assistance on technical questions concerning the proposed rule, contact Donna Vakili, 208-342-0207.

Anyone may submit written comments regarding this proposed rulemaking. All written comments must be directed to the undersigned and must be delivered on or before June 28, 2006.

DATED this 4th day of May, 2006.

Donna Vakili/Director
Idaho Digital Learning Academy
777 So. Latah St.
Boise, ID 83705
208-342-0207 PH
208-342-1031 FAX

EDUCATION COMMITTEE

STATE BOARD OF EDUCATION
Rules Governing the Idaho Digital Academy

Docket No. 08-0401-0601
PENDING RULE

THE FOLLOWING IS THE TEXT OF THE PENDING RULE

IDAPA 08 TITLE 04 CHAPTER 01

08.04.01 - RULES GOVERNING THE IDAHO DIGITAL LEARNING ACADEMY

000. LEGAL AUTHORITY.

In accordance with Sections 33-5504, 33-5505, and 33-5507, Idaho Code, the Board shall promulgate rules implementing the provisions of Title 33, Chapter 55, Idaho Code. ()

001. TITLE AND SCOPE.

01. Title. These rules shall be cited as IDAPA 08.04.01, “Rules of the Idaho Digital Learning Academy.” ()

02. Scope. These rules provide the requirements for the governance and administration of the Idaho Digital Learning Academy’s Board of Directors. ()

002. WRITTEN INTERPRETATIONS.

There are no written interpretations of these Rules. ()

003. ADMINISTRATIVE APPEALS.

Administrative appeals are governed by the Idaho Administrative Procedure Act, Title 67, Chapter 52 and IDAPA 04.01.11, “Idaho Rules of Administrative Procedure of the Attorney General”. ()

004. INCORPORATION BY REFERENCE.

There are no documents incorporated by Reference to these rules. ()

005. OFFICE -- OFFICE HOURS -- MAILING ADDRESS AND STREET ADDRESS.

The Idaho Digital Learning Academy is located in Boise, Idaho. ()

01. Office Hours. The Idaho Digital Learning Academy’s offices are open from 8 a.m. to 5 p.m., except Saturday, Sunday, and legal holidays. ()

02. Street Address. The offices of the Idaho Digital Learning Academy are located at 1906 S. Vista Ave., Boise, Idaho, 83705. ()

03. Mailing Address. The mailing address of the Idaho Digital Learning Academy is 1906 S. Vista Ave., Boise, Idaho, 83705. ()

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STATE BOARD OF EDUCATION Rules Governing the Idaho Digital Academy

Docket No. 08-0401-0601
PENDING RULE

04. Telephone Number. The telephone number of the Idaho Digital Learning Academy is 208-342-0207. ()

05. Facsimile. The facsimile number of the Idaho Digital Learning Academy is 208-342-1031. ()

06. Website and E-Mail Address. The electronic address of the Idaho Digital Learning Academy is <http://idla.k12.id.us> and e-mail address is idla@idla.k12.id.us. ()

006. PUBLIC RECORDS ACT COMPLIANCE.

The Idaho Digital Learning Academy's records are subject to the provisions of the Idaho Public Records Act, Title 9, Chapter 3, Idaho Code. ()

007. -- 009. (RESERVED).

010. DEFINITIONS.

01. Idaho Digital Learning Academy (IDLA). Idaho digital learning academy is defined in Section 33-5505(3) and means an online educational program organized as a fully accredited secondary school with statewide capabilities for delivering accredited courses to Idaho resident students in grades seven (7) through twelve (12) at no cost to the student unless the student enrolls in additional courses beyond full-time enrollment. Participation in the academy by public school students shall be in compliance with academy and local school district policies. Adult learners and out-of-state students shall pay tuition commensurate with rates established by the state board with the advice of the superintendent, and such funds shall be included in the budget and audit of the academy's fiscal records. ()

02. Acceptable Use Policy (AUP). An Acceptable Use Policy is a policy that governs behavior in a computer or online environment. An Acceptable Use Policy outlines appropriate and inappropriate behavior, including specific examples of inappropriate behavior as well as the consequences of violating the policy. Acceptable use guidelines include, but are not limited to, guidelines pertaining to the use of profanity or threatening language, copyright violations, revealing personal information (either their own or someone else's), disrupting the use of a school network, or importation of sexually explicit, drug-related, and other offensive materials into the course environment. ()

03. Designee. In the absence of the IDLA Director, a representative from the IDLA Board of Directors or an administrative staff member may be appointed by the IDLA Board of Directors to serve as designee. ()

011. -- 100. (RESERVED).

101. ACCREDITATION.

IDLA must submit proof of accreditation that meets accreditation standards of the state of Idaho and the northwest accreditation association to the State Board of Education annually. ()

102. ACCOUNTABILITY.

EDUCATION COMMITTEE

STATE BOARD OF EDUCATION
Rules Governing the Idaho Digital Academy**Docket No. 08-0401-0601**
PENDING RULE

01. Exams. Each IDLA semester course will require the student to take a comprehensive final exam at an approved site under proctored conditions. ()

02. Student Work and Ethical Conduct. ()

a. IDLA will inform students in writing of the consequences of plagiarism. The consequences for plagiarism are set out in each class syllabus that each student receives prior to the beginning of each class. IDLA will investigate suspected cases of plagiarism and inform parents, students, and the local school district when a suspected case arises. ()

b. Acceptable use and behavior in a distance-learning environment is determined by local school district's policies and is covered by the district's AUP signed by the student and the student's parent. The student and parent will agree to abide by an IDLA AUP specifically governing behavior in an online school. IDLA will provide a copy of the IDLA AUP to the Idaho State Board of Education in the IDLA Annual Report. ()

c. In a case of violation of the acceptable use policy or other disciplinary issues, IDLA will notify the local school district. The local school district is responsible for the appropriate disciplinary action. IDLA should be notified by the local school district of any disciplinary action resulting from a student's participation in an IDLA course. ()

d. The IDLA Director or designee reserves the right to deny disruptive students access to IDLA courses in the future or remove them from participating in an existing course. Appeals to the denial or removal from a course may be made in writing to the IDLA Board of Directors discussing the circumstances for removal or denial. The IDLA Board of Directors will review the appeal and hold a telephone conference to allow the student an opportunity to speak to the issue. The IDLA Board of Directors will issue a final decision within ten (10) days of the telephone conference. ()

03. Teacher Interaction. IDLA faculty are required to contact students within the first month of class. Contact includes phone, regular mail, e-mail, or other technological means. IDLA faculty are required to submit periodic progress reports and final course percentages for individual students' grades which are then reported to the local school district. ()

103. FEES.

The IDLA fee schedule will be provided to the Idaho State Board of Education in the IDLA Annual Report to the State Board of Education. ()

104. -- 999. (RESERVED).

EDUCATION COMMITTEE

IDAPA 47 - DIVISION OF VOCATIONAL REHABILITATION

47.01.02 - RULES AND MINIMUM STANDARDS GOVERNING EXTENDED EMPLOYMENT SERVICES

DOCKET NO. 47-0102-0601

NOTICE OF RULEMAKING - ADOPTION OF PENDING RULE

EFFECTIVE DATE: The effective date of the amendment to the temporary rule is November 1, 2006. This pending rule has been adopted by the agency and is now pending review by the 2007 Idaho State Legislature for final approval. The pending rule becomes final and effective at the conclusion of the legislative session, unless the rule is approved, rejected, amended or modified by concurrent resolution in accordance with Section 67-5224 and 67-5291, Idaho Code. If the pending rule is approved, amended or modified by concurrent resolution, the rule becomes final and effective upon adoption of the concurrent resolution or upon the date specified in the concurrent resolution.

AUTHORITY: In compliance with Section 67-5224 and 67-5226, Idaho Code, notice is hereby given that this agency has adopted a pending rule and amended a temporary rule. The action is authorized pursuant to Section(s) 33-2211 and 33-2303, Idaho Code.

DESCRIPTIVE SUMMARY: These rules provide for administrative oversight of the Extended Employment Services provided by community rehabilitation programs and funded through the Idaho Division of Vocational Rehabilitation. The previous rules were rescinded by the Department of Health and Welfare in July 2004.

Based on further review and on comments received during the comment period, five (5) changes were approved.

1. Clarified that a provider application that has been denied can be reassessed without regard to the reason for denial. The original text allowed a review for only two (2) of the four (4) of the denial criteria.
2. Provides that staff qualifications stated in the rule apply to staff hired after the effective date of the temporary rule.
3. Reduces the length of previous experience with people with disabilities for direct staff less than twenty-one (21) years of age from twenty-four (24) months to six (6) months to allow agencies to hire college students to provide these services after gaining experience and training in related program areas
4. Clarifies that documentation of forty (40) hours of training is due within six (6) months of hire, rather than that the forty (40) hours be completed within the six (6) months.
5. Clarifies that compliance with the rules and the provider agreement will be determined by Idaho Division of Vocational Rehabilitation. The issues of compliance with accreditation standards remains with the accrediting agency.

Comments relating to individual client budgets, new providers, and limiting work services were also received.

1. These issues remain somewhat controversial, and
2. Consensus was not reached before the deadline for submitting rules.

EDUCATION COMMITTEE

DIVISION OF VOCATIONAL REHABILITATION
Standards Governing Extended Employment Services

Docket No. 47-0102-0601
PENDING RULE

3. The immediate need to promulgate rules in the absence of any other authority to manage the provision of these services.

Amendments relating to these three issues were not presented at this time and there will be continued discussion with stakeholders.

Pursuant to Section 67-5228, Idaho Code, typographical, transcriptional, and/or clerical corrections have been made to the rule and are being published with this Notice of Rulemaking as part of the pending rule.

The text of the pending rule has been amended in accordance with Section 67-5227, Idaho Code, and is being republished following this notice. Rather than keep the temporary rule in place while the pending rule awaits legislative approval, the Board amended the temporary rule with the same revisions which have been made to the pending rule. Only the sections that have changes different from the proposed text are printed in this bulletin. The original text of the proposed rule was published in the October 4, 2006 Idaho Administrative Bulletin, Vol. 10-06 page(s) 585 through 593.

FISCAL IMPACT: The following is a specific description, if applicable, of any negative fiscal impact on the state general fund greater than ten thousand dollars (\$10,000) during the fiscal year: N/A

ASSISTANCE ON TECHNICAL QUESTIONS: For assistance on technical questions concerning the pending rule and the amendment to temporary rule, contact Lynn Fischer at 208-883-8410.

DATED November 6, 2006.

THIS NOTICE WAS PUBLISHED WITH THE TEMPORARY AND PROPOSED RULE

EFFECTIVE DATE: The effective date of the temporary rule is August 10, 2006.

AUTHORITY: In compliance with Sections 67-5221(1) and 67-5226, Idaho Code, notice is hereby given that this agency has adopted a temporary rule, and proposed regular rulemaking procedures have been initiated. The action is authorized pursuant to sections 33-2211 and 33-2303, Idaho Code.

PUBLIC HEARING SCHEDULE: Public hearing(s) concerning this rulemaking will be held as follows:

Wednesday, October 11, 2006 - 1:30 pm
JRW West Conference Room
700 W. State Street, Boise, Idaho

The hearing site(s) will be accessible to persons with disabilities. Requests for accommodation

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**DIVISION OF VOCATIONAL REHABILITATION
Standards Governing Extended Employment Services**

**Docket No. 47-0102-0601
PENDING RULE**

must be made not later than five (5) days prior to the hearing, to the agency address below.

DESCRIPTIVE SUMMARY: The following is the required finding and concise statement of its supporting reasons for adopting a temporary rule and a nontechnical explanation of the substance and purpose of the proposed rulemaking:

The Governor's budget for FY05 moved the funding for Extended Employment Services from the Department of Health and Welfare to the Idaho Division of Vocational Rehabilitation. Subsequently, the Department of Health and Welfare requested that IDAPA 16.04.04 be repealed as DHW was no longer responsible to oversee those services. These proposed rules will replace the repealed rules with current rules establishing IDVR as the agency with the authority to administer Extended Employment Services programs statewide.

TEMPORARY RULE JUSTIFICATION: Pursuant to Section(s) 67-5226(1)(b), Idaho Code, the Governor has found that temporary adoption of the rule is appropriate for the following reasons:

To be in compliance with amendments to governing law or federal programs.

These rules will set standards for providers of Extended Employment Services, including work services and community supported employment. In addition, the rules will delineate program eligibility, required documentation of service planning, delivery, and the billing for the services.

FEE SUMMARY: Pursuant to Section 67-5226(2), the Governor has found that the fee or charge being imposed or increased is justified and necessary to avoid immediate danger and the fee is described herein: N/A

FISCAL IMPACT: The following is a specific description, if applicable, of any negative fiscal impact on the state general fund greater than ten thousand dollars (\$10,000) during the fiscal year: N/A

NEGOTIATED RULEMAKING: Pursuant to IDAPA 04.11.01.811, negotiated rulemaking was conducted.

Extended Employment Services Specialists reviewed the reports from the Transition Task Force convened by IDVR to assist in the transition from Department of Health and Welfare to the Idaho Division of Vocational Rehabilitation.

Extended Employment Services Specialists met with both provider associations, the Idaho Association of Community Rehabilitation Programs and the Vocational Providers of Idaho. Members were provided with a copy of the previous rules and the current provider agreement. Comments and recommendations were requested by June 15th. IACRP provided written comments compiled at their meeting held in Ketchum, Idaho, May 9 and 10th, 2006 and representatives of IACRP participated in a conference call regarding their recommendations on May 22, 2006. VPI surveyed its members and reported the feedback during a meeting on June 2, 2006.

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EESS received written comments, discussed rules in a conference call on May 23rd, and met with DD Council staff, Marilyn Sword and Ron Enright, on June 2, 2006.

Regional Managers from the Idaho Division of Vocational Rehabilitation were invited to provide input during their meeting on May 31 and June 1, 2006.

The EESS met with the State Rehabilitation Council to present the Extended Employment program and to elicit input from council members which include the State Independent Living Council (SILC) and Idaho Parent's Unlimited (IPUL).

Individuals who had previously expressed interest in participating in discussions about the long term supports available in Idaho to individuals with disabilities were contacted directly and requested to provide recommendations and comments on previous rules.

On July 28th, a draft copy of the proposed rules was e-mailed to the provider associations and the DD Council with a notice that the rules would be on the State Board of Education agenda on August 10 and 11th. Each recipient was invited to comment on the draft of the rules and to participate in a public hearing to be scheduled after the State Board of Education Meeting. EESS received two phone calls with questions about staff training requirements.

ASSISTANCE ON TECHNICAL QUESTIONS, SUBMISSION OF WRITTEN COMMENTS: For assistance on technical questions concerning the temporary and proposed rule, contact Lynn Fisher at 883-8410.

Anyone may submit written comments regarding this proposed rulemaking. All written comments must be directed to the undersigned and must be delivered on or before October 25, 2006.

DATED this 10th day of August, 2006.

Karen L. Echeverria, Deputy Director
State Board of Education
650 West State Street
PO Box 83720, Boise, ID 83720-0037
(208) 332-1567 phone / (208) 334-2632 FAX

THE FOLLOWING IS THE TEXT OF THE PENDING RULE

IDAPA 47
TITLE 01
CHAPTER 02

EDUCATION COMMITTEE

DIVISION OF VOCATIONAL REHABILITATION Standards Governing Extended Employment Services

**Docket No. 47-0102-0601
PENDING RULE**

47.01.01 - RULES AND MINIMUM STANDARDS GOVERNING EXTENDED EMPLOYMENT SERVICES

000. LEGAL AUTHORITY.

The following rules and minimum standards for extended employment services are made under sections 33-2211 and 33-2303, Idaho Code. (8-10-06)T

001. TITLE AND SCOPE.

01. Title. These rules govern the Extended Employment Services Program of the Idaho Division of Vocation Rehabilitation (IDVR) and are to be cited as IDAPA 47.01.02, Idaho Division of Vocational Rehabilitation, "Rules and Minimum Standards Governing Extended Employment Services." (8-10-06)T

02. Scope. In accordance with section 33-2203, Idaho Code, the Extended Employment Services Program of IDVR provides to eligible Clients services that are intended to increase opportunities for such Clients to work in their communities. IDVR will contract with providers that have been certified by IDVR to provide such services, as provided herein. (8-10-06)T

002. WRITTEN INTERPRETATIONS.

There are no written interpretations of these rules. (8-10-06)T

003. ADMINISTRATIVE APPEALS.

Hearings and appeals shall be governed according to the provisions of IDAPA 04.11.01, "Idaho Rules of Administrative Procedure of the Attorney General". (8-10-06)T

004. INCORPORATION BY REFERENCE.

No documents are incorporated by reference. (8-10-06)T

005. OFFICE INFORMATION.

01. Office Hours. The IDVR administrative office is open from 8:00 am until 5:00 pm Monday through Friday. (8-10-06)T

02. Mailing Address. PO Box 83720, Boise, ID 83720-0096 (8-10-06)T

03. Street Address. Len B. Jordan Building, 650 W State Street, Room 150, Boise, Idaho. (8-10-06)T

04. Telephone. (208) 334-3390, Fax: (208) 334-5305 TDD: (208) 327-7040. (8-10-06)T

05. Internet Website. <http://www.vr.idaho.gov> (8-10-06)T

006. PUBLIC RECORDS ACT COMPLIANCE.

EDUCATION COMMITTEE

DIVISION OF VOCATIONAL REHABILITATION Standards Governing Extended Employment Services

**Docket No. 47-0102-0601
PENDING RULE**

These rules are subject to the provisions of the Idaho Public Records Act, Title 9, Chapter 3, Idaho Code. (8-10-06)T

007. -- 009. (RESERVED).

010. DEFINITIONS.

For the purpose of the rules contained in this chapter, the following terms and abbreviations are used as herein defined. (8-10-06)T

01. CARF. The Rehabilitation Accreditation Commission, an international accrediting body of employment services providers. The internet website for CARF can be found at <http://www.carf.org>. (8-10-06)T

02. Client. An individual residing in the state of Idaho who has applied for, and who is eligible to receive, Extended Employment Services from IDVR. A Client must be at least eighteen (18) years of age, unless such person is participating as part of a school work transition program, in which case such person must be at least sixteen (16) years of age. (8-10-06)T

03. Certified Extended Employment Services Provider. A community rehabilitation program services provider, sometimes referred to in these rules as a provider, that has been certified by IDVR to provide Extended Employment Services. (8-10-06)T

04. Extended Employment Services. Long term maintenance services that assist Clients in maintaining employment, or in gaining employment skills in preparation for community employment, or which provide assistance to adult Clients with disabilities within an industrial/business community setting- or a community rehabilitation program, intended to maintain paid employment. Such services include individual supported employment, group supported employment, and work services. ~~(8-10-06)T~~(11-1-06)T

05. Individual Program Plan. The plan of Extended Employment Services to be provided to individual Clients. (8-10-06)T

06. IDVR. The Idaho Division of Vocational Rehabilitation, a state agency under the Idaho State Board of Education, with administrative oversight of the Extended Employment Services Program. (8-10-06)T

07. RSAS. Rehabilitation Services Accreditation Systems, a national accrediting body of vocational services providers. The internet website for RSAS can be found at <http://www.rsasnet.org>. (8-10-06)T

011. -- 099. (RESERVED).

100. CERTIFICATION OF PROVIDERS.

01. Certification Required. A provider must apply for and receive certification from IDVR, as provided herein, to provide Extended Employment Services to Clients. Such certification shall be for only the Extended Employment Services Program region in which such provider intends to provide services, and for which approval is granted by IDVR. (8-10-06)T

EDUCATION COMMITTEE

DIVISION OF VOCATIONAL REHABILITATION Standards Governing Extended Employment Services

**Docket No. 47-0102-0601
PENDING RULE**

02. Application Process. A provider may apply for certification from IDVR for Extended Employment Services by submitting to the State Administrator for IDVR a formal written request specifying the region in which the provider intends to provide Extended Employment Services. The application must document that there is an unmet need in the particular geographic area the provider intends to serve, and must demonstrate that all of the criteria in subsection 100.04 of these rules has been met. The provider must include verification of current accreditation by CARF or RSAS. (8-10-06)T

03. Timeline. For purposes of these rules, the Extended Employment Services Program fiscal year is June 1 of a given year through May 31 of the next succeeding year. An application for certification for a fiscal year must be submitted on or before the first business day of April preceding the fiscal year for which certification is sought. A written decision on certification status in regard to such application will be issued by IDVR on or before the first business day of May preceding such fiscal year. If approved by IDVR, certification status for a provider becomes effective on June 1, the first day of such fiscal year. An application that is denied ~~because there has not been demonstrated need for a new or additional provider in an Extended Employment Services region, or because there is insufficient funding to support a new or additional provider in an Extended Employment Services region,~~ may be reconsidered during the course of a fiscal year if there have been significant developments in a region that require IDVR to add a new or additional provider after June 1. In such event, IDVR will give preference to denied applications based on date of application. ~~(8-10-06)T~~(11-1-06)T

04. Criteria. IDVR will determine to grant or deny certification based on the following criteria: (8-10-06)T

- a.** The provider must be accredited by CARF or RSAS; (8-10-06)T
- b.** The provider must meet and maintain all the requirements for provider qualifications, specified in Section 300 of these rules; (8-10-06)T
- c.** The IDVR state administrator must determine that there is a need for a new or additional provider in the Extended Employment Services Region to be served, or that a new or additional provider is necessary in an Extended Employment Services region in order to provide meaningful options for Client informed choice. In determining whether to grant or deny certification, the IDVR state administrator may consider satisfaction of Clients with services provided by current Certified Extended Employment Services Providers in the region; and (8-10-06)T
- d.** There must be sufficient funding available in IDVR's Extended Employment Services program budget for a new or additional provider in the Extended Employment Services region. (8-10-06)T

05. Grandfather Provision for Current Providers. Upon the effective date of adoption of these rules, providers that have been paid by IDVR for Extended Employment Services that were provided to Clients during the month of May, 2006, and which comply in all respects with Section 300 of these rules, shall be grandfathered and deemed to be certified to provide Extended Employment Services in the region(s) in which they have provided services

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during such month.

(8-10-06)T

06. Duration. Once certified, an Extended Employment Service Provider (including a provider that is grandfathered under subsection 100.04.05 of these rules) retains certified status unless or until the certification is terminated or revoked by IDVR.

(8-10-06)T

101. -- 199. (RESERVED).

200. EXTENDED EMPLOYMENT SERVICES PROVIDER AGREEMENT.

01. Standard Form. Prior to providing Extended Employment Services, a Certified Extended Employment Services Provider shall enter into an annual Extended Employment Services Provider Agreement with IDVR which will specify the terms and conditions of the appointment. Such agreement shall be on a standard form approved by IDVR, after consultation with Certified Extended Employment Services Providers. Such agreement shall detail the provider requirements, services, scope of work, other special provisions, and fees.

(8-10-06)T

02. Annual Agreement. This agreement must be signed prior to the beginning of the Extended Employment Services fiscal year by an authorized representative of the Certified Extended Employment Services Provider and the IDVR state administrator or a designee.

(8-10-06)T

03. Subject to Revision. This agreement shall be entered into annually, and is subject to revision, as may be required by IDVR.

(8-10-06)T

201. -- 299. (RESERVED).

300. PROVIDER QUALIFICATIONS.

A Certified Extended Employment Services Provider shall meet all of the following requirements:

(8-10-06)T

01. Accreditation. Receive and maintain accreditation by CARF or RSAS.

(8-10-06)T

02. Staff. Assure that all its employees and subcontractors hired after August 10, 2006 ~~who are~~ providing Extended Employment Services:

~~(8-10-06)T~~(11-1-06)T

a. Satisfactorily complete a criminal history background check, to be obtained by the provider;

(8-10-06)T

b. Are not less ~~then twenty-one~~ than eighteen (218) years of age, ~~or if so, are not and, if less than eighteen than twenty-one~~ (1821) years of age, ~~and have at least two (2) years work not less than six (6) months~~ experience with people with disabilities;

~~(8-10-06)T~~(11-1-06)T

c. Demonstrate the ability to deliver services as specified in the Individual Program Plan for each Client; and

(8-10-06)T

d. ~~Assure that within six (6) months of hire, all direct service employees and~~

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~~subcontractors who provide work services skill training or job coaching have had at least~~
Document completion of not less than forty (40) hours of training directly related to vocational support for people with disabilities. Training must be documented no later than six (6) months from the date of hire and include all of the following topics: ~~(8-10-06)T~~(11-1-06)T

- i. Behavior technology, especially positive behavioral support; (8-10-06)T
- ii. Instructional techniques; (8-10-06)T
- iii. Strategies for dealing with aberrant or maladaptive behavior; (8-10-06)T
- iv. Integration/normalization; (8-10-06)T
- v. Functional impact of disabilities, particularly developmental disabilities and mental illness; and (8-10-06)T
- vi. Strategies for remediation and accommodation. (8-10-06)T

301. -- 399. (RESERVED).

400. TERMINATION OR REVOCATION OF PROVIDER STATUS.

IDVR may terminate or revoke the certified status of, and discontinue authorizing or purchasing services from, Certified Extended Employment Services Providers for actions including, but not limited to the following:

(8-10-06)T

01. Loss of Accreditation. Failure to maintain accreditation from either CARF or RSAS; (8-10-06)T

02. Out of Compliance. The provider is determined by IDVR to be out of compliance with these rules, or the Extended Employment Services Provider Agreement, ~~or the applicable standards of the accrediting agency (either CARF or RSAS);~~ ~~(8-10-06)T~~(11-1-06)T

03. Business Practices. The provider is determined to be engaged in business practices that are inconsistent with sound fiscal practice; or (8-10-06)T

04. Client Rights. The provider is determined to be in violation of Client rights. (8-10-06)T

401. -- 499. (RESERVED).

500. EXTENDED EMPLOYMENT SERVICES CLIENTS - REFERRAL AND ELIGIBILITY.

01. Referral. Each applicant to be a Client for Extended Employment Services under these rules will be referred by a Vocational Rehabilitation Counselor, employed by IDVR, who will provide the applicant with information on the services available from Certified Extended Employment Services Providers. (8-10-06)T

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02. Eligibility. Extended Employment Services Specialists at IDVR will assess the eligibility of each applicant for Extended Eligibility Services. Eligible applicants must have a disability that falls into one of four categories described below, and such disability must constitute a barrier to such person maintaining paid employment without long term vocational support:

(8-10-06)T

a. Developmental Disabilities. Pursuant to section 66-402, Idaho Code, a chronic disability of a person which appears before the age of twenty-two (22) years; and

(8-10-06)T

i. Is attributable to impairment, such as mental retardation, cerebral palsy, epilepsy, autism, or other condition found to be closely related to or similar to one of those impairments that requires similar treatment or services, or is attributable to dyslexia resulting from such impairments;

(8-10-06)T

ii. Results in substantial functional limitations in three (3) or more of the following areas of major life activity: self-care, receptive and expressive language, learning, mobility, self-direction, capacity for independent living, or economic self-sufficiency; and

(8-10-06)T

iii. Reflects the need for a combination and sequence of special, interdisciplinary or generic care, treatment or other services which are of life-long or extended duration and individually planned and coordinated.

(8-10-06)T

b. Mental Illness. A person has been assessed by a qualified professional and been diagnosed under DSM-IV or later editions with schizophrenia, schizoaffective disorder, major affective disorder, delusional disorder or a borderline personality disorder and this psychiatric disorder must be of sufficient severity to cause a disturbance in role performance or coping skills in at least two of these areas on either a continuous or an intermittent (at least once per year) basis: vocational/academic, financial, social/interpersonal, family, basic living skills, housing, community, or health.

(8-10-06)T

c. Specific Learning Disability. A disorder in one or more of the psychological processes involved in understanding, perceiving, or using language or concepts (spoken or written). A disorder which may manifest itself in problems related to speaking, reading, spelling, or mathematical calculations (or to a lesser extent, listening, thinking, or writing), and seriously limit two or more functional capacities (mobility, communication, self-care, self-direction, work tolerance or work skills).

(8-10-06)T

d. Traumatic Brain Injury. A traumatically acquired insult to the brain that may cause physical, intellectual, emotional, social, and vocational changes. A closed head injury may be caused by a rapid acceleration/deceleration, as in a motor vehicle accident. An open head injury is visible insult and may be the result of an accident, gun shot wound, or other physical injuries. Immediate effects are loss of consciousness, loss of memory, or change in vision, strength, coordination, or sensory function. Anatomical abnormalities may be present, such as cerebral hemorrhage or skull fracture. Long term effects may include physical, cognitive, and psycho-social-behavioral-emotional impairments.

(8-10-06)T

501. -- 599. (RESERVED).

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600. COVERED SERVICES.

The Extended Employment Services that may be provided to Clients by Certified Extended Employment Services Providers are described below. These services typically follow the completion of other vocational rehabilitation services, such as vocational evaluation, job site development, and initial training at the job site. (8-10-06)T

01. Individual Community Supported Employment. Self employment or paid employment which is: (8-10-06)T

a. For a Client paid not less than minimum wage and who, because of his or her disability(ies), needs ongoing support to maintain that employment; (8-10-06)T

b. Conducted in a community or industry setting where persons without known paid work supports are employed; and (8-10-06)T

c. Supported by authorized activities needed to sustain paid work by persons with disabilities, including but not limited to supervision, training, and transportation. (8-10-06)T

02. Group Supported Employment. Self employment or paid employment which is: (8-10-06)T

a. For a group of no more than eight (8) Clients who are paid not less than minimum wage and who, because of their disability(ies), need ongoing support to maintain that employment; (8-10-06)T

b. Conducted in a variety of community and industry settings where the Clients have opportunities to interact with co-workers or others without known paid work supports at least to the extent that those opportunities typically exist in that work setting; (8-10-06)T

c. Supported by training and supervision needed to maintain that employment; and (8-10-06)T

d. Not conducted in the work services area of an Extended Employment Services Provider. (8-10-06)T

03. Work Services. The work services program utilizes individual and group work to assist individuals in understanding the value and demands of work, enhancing positive work attitudes, and developing functional capacities that will enhance the ability to achieve and maintain an employment outcome. Limited non-paid work related activities and transportation may be billed only when authorized on an Individual Program Plan. Work services are typically conducted on Certified Extended Employment Services Provider premises. (8-10-06)T

601. -- 699. (RESERVED).

700. EXCLUDED SERVICES.

Any other services provided by IDVR that are not described in subsection 600 of these rules shall not constitute Extended Employment Services. Such excluded services include, but are not

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limited to, the following: (8-10-06)T

01. Vocational Evaluation; (8-10-06)T

02. Work Adjustment; (8-10-06)T

03. Job Site Development; or (8-10-06)T

04. Initial Training at the Job Site. (8-10-06)T

701. -- 799. (RESERVED).

800. SERVICE PROVISION.

01. Services on Individual Program Plan. Extended Employment Services for each individual Client must be based on the Individual Program Plan developed for such Client. (8-10-06)T

02. Development of Individual Program Plan. Those involved in developing the Individual Program Plan must include, but are not limited to, the following: (8-10-06)T

a. The Client. Efforts must be made to maximize the Client's involvement in the planning process by providing him or her with information and education regarding rights, and available options; and (8-10-06)T

b. The Client's legal guardian, if one has been appointed by the court; and (8-10-06)T

c. Certified Extended Employment Services Provider program staff, responsible for the implementation of the Individual Program Plan. (8-10-06)T

03. Submission of the Individual Program Plan. The Certified Extended Employment Services Provider must submit the Individual Program Plan to an Extended Employment Services Program Specialist using the standard format provided or approved by IDVR. The Extended Employment Services Program Specialist will either accept the Individual Program Plan as submitted, or may require revisions to the Individual Program Plan before acceptance. (8-10-06)T

04. Timeline for Submission. The Individual Program Plan must be submitted to an Extended Employment Services Program Specialist within thirty (30) days from the beginning of the provision of Extended Employment Services. No payment will be made for Extended Employment Services without receipt of the Individual Program Plan covering those Extended Employment Services. (8-10-06)T

05. Revision. The certified Extended Employment Services Provider must submit an updated Individual Program Plan for each Client to an Extended Employment Services Program Specialist at least annually. (8-10-06)T

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06. Progress Reports. The Certified Extended Employment Services Provider must submit a progress report on each Client to an Extended Employment Services Program Specialist at six (6) month intervals. A standardized format provided or approved by IDVR must be used. (8-10-06)T

801. RECORDS.

01. Client Files. Certified Extended Employment Services Providers shall maintain individual Client files, which must include the following: (8-10-06)T

- a.** Referral information; (8-10-06)T
- b.** Eligibility; (8-10-06)T
- c.** Authorization for services; (8-10-06)T
- d.** Contact information; (8-10-06)T
- e.** Legal guardianship information; (8-10-06)T
- f.** Individual Program Plan; (8-10-06)T
- g.** Progress Reports; (8-10-06)T
- h.** Documentation of service; (8-10-06)T
- i.** Satisfaction measures; (8-10-06)T
- j.** Releases of information; and (8-10-06)T
- k.** Documentation that updates to Client information were provided to IDVR. (8-10-06)T

02. Storage. Files must be maintained for five (5) years from the date of discharge of the Client to whom the file pertains. (8-10-06)T

802. -- 899. (RESERVED).

900. PAYMENT FOR SERVICES.

01. Fee for Service. The IDVR State Administrator shall set the fees for covered services, after discussion with Certified Extended Employment Services Providers. Such fees shall be set forth in the annual Extended Employment Services Provider Agreement. Such fees shall be reviewed annually, and may be adjusted by IDVR to take effect at the beginning of the fiscal year. (8-10-06)T

02. Pre-Authorization. All Extended Employment Services must be pre-authorized

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by an Extended Employment Services Program specialist, and shall be set forth in the Individual Program Plan for each Client.

(8-10-06)T

03. Billing Procedures.

(8-10-06)T

a. Certified Extended Employment Services Providers must submit a monthly billing statement for each Client served, in a format approved by an Extended Employment Services Program Specialist and within timelines set forth in the annual Employment Services Provider Agreement.

(8-10-06)T

b. Bills may only be submitted for Extended Employment Services that have been identified and accepted by IDVR, as set out in an Individual Program Plan.

(8-10-06)T

c. All bills submitted by Certified Extended Employment Services Providers are subject to prepayment and post payment review. Documentation sufficient to support each payment item shall be available for review, and must be maintained for five (5) years from the date of service. The Certified Extended Employment Services Providers must submit copies of the documentation regarding the provision of such services upon written request from an Extended Employment Services Specialist .

(8-10-06)T

04. Audits. IDVR may perform audits of billing records and other documentation submitted by Certified Extended Employment Services Providers in order to verify the accuracy of such records.

(8-10-06)T

05. Denial/Revocation of Payment. IDVR may deny payment, or seek reimbursement or set-off for payments previously made, if the provider is not in compliance with these rules, the signed Employment Services Provider Agreement, or if the provider does not provide the services as set forth in a Client's Individual Program Plan.

(8-10-06)T

901. -- 999. (RESERVED).